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ABSTRACT

This guide is intended to clarify for teachers and other instructional leaders the purpose and content of the foreign language curriculum of Georgia's public schools and to assist in more uniform preparation in foreign languages. The guide is organized according to the foreign language goals and objectives of the state's mandated core curriculum. Chapters address the following topics: the philosophy and rationale of foreign language education; the academic, social, and economic benefits of foreign language education; principles of language proficiency and proficiency-based instruction; principles of language program design for the elementary level (including immersion and exploratory courses), middle school, and high school; teaching for cognitive skill development; use of error correction and appropriate feedback concerning accuracy; types and uses of instructional technology; textbook evaluation (forms included) and adaptation; and considerations in student assessment. Appendixes include the following materials: American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines; a scope and sequence of course content for language functions for each of four instructional years (presented separately for modern languages and Latin); names and addresses of individuals and organizations that can serve as resources in planning; sources of realia and instructional materials; and a brief bibliography. (MSE)

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# Foreign Language

## Curriculum Guide

# K-12

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# FOREIGN LANGUAGE CURRICULUM GUIDE, K-12

Division of General Instruction
Office of Instructional Services
Georgia Department of Education
Atlanta, Georgia 30334-5040

Werner Rogers
State Superintendent of Schools
1992

## Curriculum Guide Introduction

This Foreign Language Curriculum Guide (K-12), produced by the Georgia Department of Education, is intended to clarify for teachers and other instructional leaders the purpose and content of the foreign language curriculum recently established to provide students in the Georgia public schools more uniform preparation in foreign language study. Goals and objectives of the foreign language component of the Quality Core Curriculum, which has become the Georgia Board of Education's mandated curriculum for Georgia schools, are the organizing principle of this guide and are designed to enable Georgia students enrolled in foreign language classes to learn to function effectively in languages other than English.

It is the department's belief that instructional personnel who read, understand and implement this guide's principles will make significant progress toward the goal of enabling Georgia's elementary, middle and high school students to learn other languages and, thereby, to function more fully and completely in our increasingly interdependent world.

## Acknowledgments

The Georgia Department of Education contracted with Valdosta State College to produce the Foreign Language Curriculum Guide, K-12. The Foreign Language/International Culture Center (FLICC) was responsible for direct project management, in consultation with the Georgia Department of Education's foreign language staff.

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## Philosophy

Learning a foreign language is beneficial to all students. In acquiring the ability to function proficiently in a foreign language as a listener, speaker, reader and writer, the individual learner develops communicative skills necessary in a global society.

With the ever-increasing interdependence of nations, foreign language study is crucial to the global effectiveness of the United States in education and diplomacy and affects the nation's security and economy. It is also vital to international understanding and cultural awareness of other people. Given the economic and political imperatives to be better prepared to function in a multicultural setting, learning another language not only gives second-language learners the ability to communicate with speakers of that language, but it enables them to understand the cultural perspective of the people whose language it is and to become more sensitive to cultural diversity.

The ability to communicate effectively in a foreign language is a highly desirable aspect of career preparation. The U.S. Department of Labor's Occupational Handbook observes that in the last decade of the 20th century job-seekers will have a better opportunity for employment in any profession if they also have knowledge of a second



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language. Already, at the beginning of the decade, more than 1,200 foreign-owned businesses in Georgia employ more than 85,000 citizens of our state, signaling the necessity of a broader perspective and increased global awareness on the part of all Georgians. Moreover, many U.S.-based firms heavily involved in international business maintain their headquarters in Georgia. There exists a multinational presence within our state which now needs and will continue to need Georgians prepared to work within an international context.

Clear national and state societal and economic imperatives relate to language study, but there are also many personal benefits which accrue as a result of the investment in learning another language. Through the language-learning process, students enhance the development of study skills as they develop skills in organization, attention to detail, memorization, note-taking, spelling, problem-solving and review techniques. Furthermore, foreign language study provides a vehicle for exercising and extending cognitive functions such as analysis, discrimination, inference, induction and reconstruction. Consequently, the student is able to apply these cognitive functions to other areas with greater facility and insight. Continued foreign language study enables students to go beyond functional tasks -- to wonder, to imagine, to

create, to decide what is good, enjoyable and necessary for their own lives.

Foreign language students perform better than other students on college entrance examinations and other standardized tests. They also generally perform better in classes of English and mathematics than their peers who have never studied another language. Students can gain greater insights into the workings of their native language through seeing its relationship to another language. Enhanced understanding of English grammar and vocabulary is a direct benefit resulting from foreign language study. The skill of analysis, whether an overt or a subliminal aspect of language study, provides students with a vital key to understanding higher-level mathematics.

To develop a real, functional use of a second language, students must devote at least five to seven years to language learning. The experience is most effective if begun at an early age when children are acknowledged masters of the language-acquisition process. Students should have the opportunity to learn foreign languages as early as possible, even from the first year of school, and for as long as possible.

How our students study is just as important as when. To be prepared to function within the global society now developing, it is essential for Georgia's youth be provided a curriculum that enables them to use a second language for

effective communication in real-life situations. Classroom activities and assessment techniques should reflect the practical applications of language usage.

The Georgia Board of Education has adopted the foreign language component of the Quality Core Curriculum (QCC) as its mandated direction for foreign language instruction in Georgia's classrooms. Through its implementation, our students will be taking one of their biggest steps toward becoming globally literate citizens.

## Benefits of Foreign Language Education

Foreign language education offers immediate and long-range academic, social and economic benefits to the individual and to the community. Among the most important of these advantages is the increased awareness of other cultures and their importance and role in today's global society. Although foreign language study in a classroom is never a substitute for the actual experience of living in another country, classroom instruction can help to foster appreciation of different ways of thinking, communicating and reacting. It is important for our children to realize there are multiple ways of perceiving and responding to any experience. This knowledge can help prevent stereotyping and expand the norms of "right" and "wrong," thereby enhancing intercultural tolerance and acceptance.

For the individual, immediate benefits of foreign language study may include the following.

- The ability to use a foreign language functionally, (e.g., to order a meal, to ask directions, to tell time, to read newspapers and magazines)
- Heightened cultural sensitivity through an appreciation of a people's literary heritage
- Improved auditory discrimination and memory
- Improved understanding of the English language and increased sensitivity to structure, vocabulary and syntax (Learning new words in contextual phrases, the ability to recognize relationships of parts of sentences [sentence logic] and an awareness of style, tone and author's attitude are skills

acquired under the guidance of the conscientious foreign language teacher.)

- The transfer of higher thinking and organizational skills to other areas of study, including reading, social studies and mathematics

- Skills in word derivation and vocabulary to earn higher Scholastic Aptitude Test (SAT) and other standardized test scores, especially in verbal areas (It is important to note that the benefits of foreign language learning are directly proportional to length of study, with a recent survey demonstrating a dramatic increase in SAT performance after the two-year mark. The verbal scores of students who had taken four or five years of a foreign language were higher than those of students who had taken four or five years of any other subject [Cooper, 1986].)

- The opportunity to earn college credit and/or satisfy college entrance requirements through achieving satisfactory scores on entrance/ placement examinations.

Long-range benefits for the individual may include these.

- The ability to communicate successfully enough to travel and meet daily needs in a non-English-speaking environment

- Fluency in a second language adequate for specialized employment opportunities (e.g., diplomatic, business, educational, military)

- Fluency required for study/scholarships abroad

- Increased self-confidence

- Positive attitudes toward speakers of other languages

- An increased ability to use reading context and structure for cues to vocabulary

- An expanded appreciation of music, art, architecture, history and mythology through multicultural literature and experiences

Benefits of foreign language education for the community include these.

- Improved communication and attitudes among citizens in multicultural towns and cities
- Improved ability to attract and develop international business
- Increased opportunities to host international events and foreign visitors

These benefits are representative of the wide range of academic, social and economic advantages available to the student, school and community that enthusiastically invest in teaching and learning foreign languages. Many other advantages may be gained from the unique experience of language learning, and foreign language teachers, guidance counselors and others involved in recruiting and scheduling students should explain these benefits to prospective students and their parents, emphasizing that not only college preparatory students, but all students should take advantage of foreign language instruction.

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Omaggio, A. C. Teaching Language in Context. Boston: Heinle & Heinle Publishers, Inc, 1986.

## Proficiency and Proficiency-based Instruction

Teaching language for proficiency has as its goal the development of the student's ability to communicate effectively in everyday, real-life situations. In this approach to language instruction, the forms and rules of language usage are not an end in themselves, but rather the means to accomplishing an end -- performance in the language.

The three integral components of the proficiency-oriented curriculum are function, content and accuracy. Function defines the task the individual will perform using the foreign language. Content, or context, includes the range of topics, vocabulary, culture and linguistic forms (grammar) needed to carry out the prescribed function. Accuracy describes how well the individual can perform the task. Function is the organizing factor; context subtopics exist to define performance areas; accuracy in expression is the measure of how grammar and vocabulary help the individual to accomplish and support communication.

For the learner to develop proficiency at various levels in listening, speaking, reading and writing, a substantial number of opportunities must be provided for practice in the second language. This can be achieved without lengthening the class period through in-depth practice of fewer items and effective group-learning

strategies. Central to such a concept is a student-centered classroom rather than a teacher-dominated one. Teachers should exercise their creativity to find new language-learning and use activities that break the bonds of the traditional classroom atmosphere in which the teacher has been the focal point. Current foreign language education resources offer ideas on effective group work, partner work and role-playing.

Students must also hear the target language used authentically in communication, and the most basic context for students is using the second language as the medium of communication in the proficiency-oriented classroom. Teachers must make using the second language as the means to give and receive information a number-one priority. No less than 90% of the class period should be conducted in the target language.

Recognizing that it is preferable to gain greater student mastery over less material than to cover more material with unrealistic expectations in student performance is crucial in planning for proficiency-oriented instruction. To many teachers, the first reading of the Quality Core Curriculum in foreign languages may appear to require an over-reduction of material. However, the expectation is that students will be able to perform the given functions and continue to improve their mastery of them, not to perform each function once for an examination

and then move on in linear fashion to the succeeding functions. The cyclical nature of language-learning is implied in this curriculum, and teachers will note in the QCC for foreign languages that the functions allow for re-entry of skills. Perhaps the most noticeable components in the QCC where the recycling, or spiraling, occurs are in the section on topics, vocabulary and linguistic forms.

As teachers develop more creative methods to teach for proficiency, they must also consider their testing procedures, which should reflect the instructional classroom techniques emphasized. Since the early 1980s, the American Council on the Teaching of Foreign Languages (ACTFL) and the Educational Testing Service (ETS) have focused the attention of foreign language teachers on the experience provided by the U. S. government language-training schools. ACTFL and ETS developed a set of guidelines (see Appendix A of this guide) that serve as a standard for measuring one's proficiency in listening, speaking, reading, and writing in the second language. For the first time, foreign language educators have nationally accepted criteria, founded on research and experience, that may be used in any setting to assess individual language performance.

Proficiency-oriented foreign language instruction is not a method but a mental framework and it provides teachers an opportunity to offer classroom experiences centered on real-life, everyday language situations. Properly

implemented, it has the potential for yielding America's first generation of foreign-language proficient citizens.

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Omaggio, A. C. Teaching Language in Context. Boston: Heinle & Heinle Publishers, Inc., 1986.

## Elementary School

Learning a foreign language provides rich benefits in both the cognitive and affective domains. There are compelling reasons for beginning such study as early as the first year of school.

If children have an early opportunity to experience more than one language, they have the ability to become speakers of several languages. Neurologist Wilder Penfield (1967) cautioned that "for the purpose of learning languages, the human brain becomes progressively rigid and stiff after the age of nine." He summed up a child's early language learning ability in this way: "Before the age of nine to 12, a child is a specialist in learning to speak. At that age he can learn two or three languages as easily as one."

It is important that schools provide the opportunity for children to begin their study of a second language at a time when it is accomplished with the least amount of effort and has a high promise for yielding real communicative ability.

Research (Fathman, 1979) also shows that because preteen children are better able to identify and form sounds, they are more successful than adolescents and adults in learning the sound system of a new language. Giving children the best opportunity to acquire native-like

pronunciation is another reason for schools to begin the teaching of foreign languages in the elementary grades. Studies indicate that children who have learned foreign languages receive definite academic advantages. The Louisiana Department of Education (1986) compared fourth, fifth and sixth graders who had taken a foreign language with those who had not. This study found that the foreign language group received higher scores on standardized tests of both English and mathematics achievement. Another study (Papalia, 1986) indicates that foreign language students excel in divergent thinking, independent of the I.Q., and that students with foreign language experiences score significantly higher on tests of creativity than do their monolingual counterparts. Maciantonio (1977) concluded that the experience in foreign language increases a child's English vocabulary and enables the child to score higher on tests of reading comprehension. Finally, Eddy (1981) reported that "when verbal ability is controlled, students who studied a foreign language <u>for longer periods</u> of time did better on various SAT subtests and on SAT-Verbal as a whole than students who had studied no foreign language. Furthermore, the study of <u>two</u> foreign languages had no significant effect on SAT scores unless <u>length of study</u> figured in prominently." [Italics ours.] Eddy's findings that longer periods of time for foreign language study are

related to positive outcomes indicate the necessity to extend the foreign language study sequence.

Some of the strongest arguments for early foreign language learning reside in the area of affective benefits. Allport's theory of prejudice (1967) points out that children from around seven to 12 years of age are more open to other people and their ways than are adolescents. Younger children are interested in group differences and do not automatically attach negative feelings to members of other groups. At puberty, however, children are characterized by a tendency to reject everybody and everything that is different. It is ironic that most American schools offer foreign language study for the first time to ninth and tenth graders, just at the age when they are least receptive to cultural and linguistic differences. Providing the opportunity to begin foreign language study in the elementary grades capitalizes on the most favorable period for developing cross-cultural sensitivity as well as linguistic competence. Second, language learning is an enriching experience. Not only does it enhance the child's concept of self, it also gives the child first-hand experience with the symbol system of another people and demonstrates that differences enrich, not diminish, the world.

Finally, learning a foreign language is a complex process, and as with any complex learning experience, the

more contact the student has with the subject matter, the richer the learning experience can be. To receive the full range of cognitive and affective benefits which language study provides, students must have the opportunity to begin the study of a second language in the elementary school. For foreign language instruction in the elementary schools, the Georgia Department of Education recognizes three implementation models: foreign language experience or exploratory (FLEX) foreign language in the elementary school (FLES), and immersion. The three models are distinctive in their program design, time recommendations and staffing.

FLEX

FLEX is a program designed to provide limited foreign language experiences to presecondary students. Its purpose is to introduce students to basic words, phrases, simple conversation and other cultures, it is not designed to develop proficiency in the language. Because FLEX is designed to be introductory, it should be offered just prior to the opportunity for further, more in-depth language study. FLEX may be a single language program, or it may be a multiple language experience offering an equal amount of instruction in each language being taught. Latin and less commonly taught modern languages are viable choices, along with the commonly offered modern languages.

The FLEX program gives students the opportunity to gain a better understanding of other nations and cultures. It

takes as a starting point children's natural curiosity about foreign things and uses this motivation to focus introductory language experiences and enable students to acquire more knowledge about and develop a greater sensitivity to other nations and cultures.

FLEX classes should meet a minimum of two times weekly and should be of a 20-to-40-minute duration. Class size should be similar to other subjects, and the course may extend from six weeks to a full academic year.

The best individual to provide instruction in a FLEX class is a fully-certified foreign language teacher. In the absence of such an instructor, however, other individuals with majors, near-majors, or full minors in the selected foreign language would possibly have the necessary linguistic background to provide sound instruction. Another possibility is a native-speaking paraprofessional. Those individuals who provide the instruction but are not yet certified foreign language teachers should be strongly encouraged to take an elementary school foreign language methods course.

FLES

FLES is the inclusion of foreign language learning in the regular elementary and middle school curriculum. The FLES program seeks to afford students a sequential language-learning experience that works toward proficiency in listening, speaking, reading and writing skills.

Inherent in the acquisition of proficiency in these skill areas is the awareness of the nature of the language being studied.

The skill-building program must provide continuity between grade levels and school levels. Having begun an articulated study of foreign language, the learner should continue without interruption in a series of increasingly challenging experiences. The longer the sequence provided, the greater the expectation for and likelihood of foreign language proficiency. The number of contact hours and the frequency of exposure directly affects the level of proficiency that can be acquired. It is essential that all instructors involved in the full sequence of language teaching work cooperatively in planning and providing an increasingly multi-dimensional language-acquisition experience.

FLES instruction should be provided daily. Learning sessions should range from 30 to 45 minutes, depending on the age of the children. Class sizes should be similar to other academic subjects.

Because FLES instruction is much more highly specialized than FLEX, the presence of a well-trained and fully qualified foreign language professional is essential. Accordingly, the services of a fully-certified K-12 foreign language teacher should be sought as a first choice to staff the FLES classroom.

When such an individual is not available, the school might consider the following individuals.

- A high school foreign language teacher who is interested in teaching young children and who will agree to enroll in an elementary school foreign language methods course
- A regularly-certified elementary school teacher who is a native-speaker and who will agree to enroll in an elementary school foreign language methods course
- A paraprofessional who is a native-speaker and who will agree to enroll in an elementary school foreign language methods course,
- Possesses a major in the language and who will agree to seek licensing through alternative certification procedures.

Immersion

When a school implements an immersion program the regular school curriculum is taught in the foreign language. Schools generally devote from 50 - 100% of the time to teaching content through the medium of the target language. The English is then used for the remainder of the instructional time. The centerpiece of the immersion concept is that the foreign language is not the focus of teaching but the means of delivering instruction. The main goals of an immersion program are these.

- A high level of functional performance in the four skills of listening, speaking, reading and writing so the learners are able to communicate in the foreign language on topics appropriate to their age almost as well as native speakers
- An increased intercultural awareness and understanding

- An improvement of verbal and mathematic skills in English and knowledge in the content areas of the required curriculum.

Teachers for this program must be qualified and experienced elementary school teachers and, preferably, certified foreign language teachers with high proficiency in the four skills.

Once students have been a part of either a FLES or an immersion program, it is incumbent upon the local school system to continue to provide meaningful language experiences throughout the remainder of the schooling process. A great deal of discussion will be necessary among all foreign language professionals within a district to ensure articulation from school to school and children are appropriately placed in language classes as they progress through the curriculum.

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## Middle School

Administrators and organizers of middle grades experiences for Georgia students are highly encouraged to make foreign language learning a part of the program offering. Regardless of whether the middle grades program follows an elementary school foreign language experience, these years provide rich opportunites for students to broaden their horizons and their experience base as well as prepare them to make informed decisions about high school course options. The middle grades program should be success-oriented and provide active language involvement through a variety of multisensory activities. The direction of the program should be clearly articulated through written curricula that address appropriate objectives, tasks, content, activities and evaluation.

### Structuring the Program

If middle grades learners have experienced an elementary school foreign language offering, subsequent language experiences must take the elementary program into consideration. Detailed discussions with the elementary school teachers are essential to developing of an articulated middle grades experience that builds on and enhances the elementary school program.

When there has been no elementary school program, several options are open for middle grades planners. The National Council of State Supervisors of Foreign Languages recommends three viable alternatives for foreign language experiences at these grades: exploratory courses, regular first-year foreign language courses, and an exploratory/first-year course combination.

Exploratory Courses

Exploratory language courses provide a linguistic and cultural experience that permits the student to sample language-learning before registering for a regular language sequence, offering several advantages. The course can encourage the enthusiasm and language aptitude that characterize the middle-grades learner group and motivate further language study. It can also combat the elitism and arbitrary prerequisites (i.e., all A's or B's in English) that are sometimes incorrectly associated with successful language study. Furthermore, concepts of cultural diversity are dealt with at a crucial period in the middle school student's social development. Finally, middle school exploratory experiences followed by regular sequence courses provide a longer overall language experience.

Middle grades exploratory experiences give the student a basis upon which to make a judgment about continuing foreign language study. Where multiple language offerings

are available in high school, exploratory courses afford an opportunity to choose the language most compatible with individual interests and needs. When these high school multiple language options exist, students should be able to sample, through exploratory courses, all languages available to them at the high school level. Each sample course should be consistent from language to language so students can choose according to the language experience and not by which segment was just the most fun.

Exploratory language courses can be planned for varying time segments. A suggested minimal time investment for any one language exploratory course is daily class sessions for six weeks. More often, these courses are scheduled for nine, 12 or 18 weeks, providing teacher and student greater opportunity to experience a true sample of the language and its culture.

## First-Year Foreign Language Course

Adapting the first-year foreign language curriculum of the high school as a two-year course provides a rich linguistic and cultural experience by using the middle grade learner's interests, enthusiasm and creativity to fullest advantage. Many enrichment activities that might prove ineffective at the high school level can be done with the middle school child. A slow, thorough and enriched middle school foreign language curriculum that motivates, energizes

and sensitizes students can be instrumental in laying a solid foundation for the desire to continue foreign language study through high school.

In planning for such a program, continual dialogue between middle grades and high school foreign language teachers is essential. Because students who experience a first-year foreign language offering in the middle grades begin second-year study in high school, middle grades planners must ensure the content for the foreign language offering includes the first-year foreign language curriculum as articulated in the Quality Core Curriculum.

## Exploratory/First-Year Course Combination

Perhaps the optimum middle grades foreign language offering is the exploratory program--modeled on the first-year high school foreign language curriculum adapted as a two-year course--is scheduled early in the middle grades. This approach provides students the benefit of the exploratory experience **and** the first year of the foreign language curriculum before completing middle school. Students are then able to begin second-year language study as a ninth grader, thereby ensuring the availability of a longer foreign language sequence.

## Teacher Qualifications

In considering the necessary background for teachers of middle school foreign language classes, a differentiation between exploratory courses and first-year courses can be made. It is preferable in both programs for the instructor to be a certified foreign language teacher. However, it is possible for a teacher with as few courses as a minor in a language to provide meaningful exploratory experiences. Teachers selected to provide first-year course instruction should, however, be certified foreign language teachers. Further information regarding middle school foreign language experiences can be found in the Division of General Instruction (Georgia Department of Education) publication Middle School Foreign Languages: A Planning Guide, published in 1989.

## High School

The Quality Basic Education (QBE) Act, passed by the Georgia General Assembly in 1985, caused major reforms in many facets of public education. One of the most noticeable effects felt in the curriculum/instruction area was the requirement that the Georgia Board of Education develop and implement a statewide, uniformly sequenced core curriculum for the state's schools and students.

During the 1987-88 school year, a committee of foreign language educators designed the foreign language component of the Quality Core Curriculum, the name now associated with the state's mandated curriculum. In its determination to ensure the curriculum could be used in the most effective manner by classroom teachers, the committee greatly expanded the normal listing of goals and objectives for the content area. Content was reduced and elaborated, and the level of specificity was increased.

A proficiency-oriented curriculum has as its major obstacle limiting material to a manageable volume so that learners experience the necessary opportunities to use the target language in appropriate settings. Therefore, the committee stated very specifically what should be <u>included</u> in each year of instruction and what should be <u>eliminated</u>. For that reason, this guide includes, in addition to the stated goals and objectives, limitation prescriptions for

topics, vocabulary, culture and linguistic forms (grammar). The intent of such specificity is to guide classroom teachers in selecting which items, if any, should be omitted from their massive textbooks.

The QCC is presented as a required curriculum because QBE mandates a uniform minimum instructional offering to every student in Georgia in each content area. The QCC is the interpretation of the minimum for foreign languages. Teachers may add elements to the curriculum, but they may not eliminate any items designated to be taught.

Teachers and other curriculum planners should exercise extreme caution before adding any elements to the QCC foreign language component. Adding material must not preclude reaching stated goals. Teachers should also remember that students must be able to demonstrate that they can perform the prescribed functions for each year and that if students are to demonstrate ability in certain skills, they must have sufficient time allocated to practice those skills.

The Scope and Sequence information included in Appendix B of this guide states the requirements for foreign language instruction in Georgia's high schools (and middle schools when first-year foreign language is a part of the middle school offering).

## Teaching for Cognitive Skills

If foreign language instruction is to be recognized as an essential component of the school day -- on a curricular par with math, science, social studies and English -- teachers must be sure that the way foreign language is taught enhances students' ability to think, both critically and creatively. Although it seems obvious that anyone engaged in learning a new language has to think, teachers need to know the kinds of thinking their students engage in and be able to structure the learning activities which encourage various levels of thinking.

### The Hierarchy of Thinking Skills

Most teachers have at least a nodding acquaintance with Bloom's "Taxonomy of Thinking Processes," in which the psychologist described the major categories in the cognitive domain and presented them from lower to higher order. Starting with the category of knowledge, defined as the remembering of previously learned material, the thinking process advances a step up to comprehension, the ability to understand the meaning of material. The third level, application, refers to using what has been learned previously in new and concrete situations. Analysis, the fourth level, is essentially the ability to break information down into its component parts. The fifth

category, synthesis, describes the process of putting parts or ideas together to form a new whole. The last category, evaluation, refers to the process of judging the value of an idea or a product based on clearly defined criteria.

Studies have shown that most learning tasks set for students elicit intellectual response at the lower end of the cognitive hierarchy. Teachers are urged to plan for activities and assignments that will enable students to engage in the higher cognitive processes of application, analysis, synthesis and evaluation. At the same time, it is important to remember that although the current literature refers consistently to knowledge as the "lowest level" of Bloom's six cognitive categories, it is indeed a category without which the others could never be attained. No student -- or teacher, for that matter -- could operate in the rarified atmosphere of evaluation without first having attained the requisite knowledge at the lower end of the hierarchy. It is the teacher's challenge to design learning activities that make acquiring the knowledge base seem interesting, and then to create situations that facilitate the student's use of cognitive processes along the total range of the thinking spectrum. A detailed description of Bloom's taxonomy as described by Bencich, et al., along with examples of general instructional objectives and behavioral terms associated with each category, follows in Tables 1 and 2.

**TABLE I. Major Categories in the Cognitive Domain of the Taxonomy of Educational Objectives**

| Descriptions of the Major Categories in the Cognitive Domain |
|---|
| 1. Knowledge. Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain. |
| 2. Comprehension. Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing) and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material and represent the lowest level of understanding. |
| 3. Application. Application refers to the ability to use learned material in new and concrete situations. This may include applying such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension. |
| 4. Analysis. Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material. |

**TABLE I. Major Categories in the Cognitive Domain of the Taxonomy of Educational Objectives (cont.)**

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5. Synthesis. Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal) or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures.

---

6. Evaluation. Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external (relevance to the purpose), and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all of the other categories, plus conscious value judgments based on clearly defined criteria.

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Bencich, C. et al. Critical Thinking Skills in Secondary Language Arts. Brevard County (Florida) School District, 1985.

**TABLE II. Examples of General Instructional Objectives and Behavioral Terms for the Cognitive Domain of the Taxonomy**

| Illustrative General Instructional Objectives | Illustrative Behavior Terms for for Stating Specific Learning Outcomes |
|---|---|
| Knows common terms<br>Knows specific facts<br>Knows methods and procedures<br>Knows basic concepts<br>Knows principles | Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states |
| Understands facts and principles<br>Interprets verbal material<br>Interprets charts and graphs<br>Translates verbal material to mathematical formulas<br>Estimates future consequences implied in data<br>Justifies methods and procedures | Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes |
| Applies concepts and princples to new situations<br>Applies laws and theories to practical situations<br>Solves mathematical problems<br>Constructs charts and graphs<br>Demonstrates correct usage of a method or procedure | Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses |
| Recognizes unstated assumptions<br>Recognizes logical fallacies in reasoning<br>Distinguishes between facts and inferences<br>Evaluates the relevancy of data<br>Analyzes the organizational structure of a work (art, music, writing) | Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relate, selects, separates, subdivides |



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**TABLE II. (cont.) Examples of General Instructional Objectives and Behavioral Terms for the Cognitive Domain of the Taxonomy**

| | |
|---|---|
| Writes a well organized theme<br>Gives a well organized speech<br>Writes a creative short story (or poem, or music)<br>Proposes a plan for an experiment<br>Integrates learning from different areas into a plan for solving a problem<br>Formulates a new scheme for classifying objects (or events, or ideas) | Categorizes, combines, compiles, composes, creates, devises, designs, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes |
| Judges the logical consistency of written material<br>Judges the adequacy with which conclusions are supported by data<br>Judges the value of a work (art, music, writing) by use of internal criteria<br>Judges the value of a work (art, music, writing) by use of external standards of excellence | Appraises, compares, concludes, contrasts, criticizes, describes, discriminates, explains, justifies, interprets, relates, summarizes, supports |

Bencich, C. et al. Critical Thinking Skills in Secondary Language Arts. Brevard County (Florida) School District, 1985.

**Developmental States of Cognition**

With foreign language certification in Georgia now extended downward to include kindergarten through sixth grade, it is imperative that teachers understand the stages of cognitive development for the children who are their students. Certainly the most widely quoted authority in this area is Jean Piaget, who outlined four stages of cognitive and affective development in childhood and adolescence. The first stage, that of sensory-motor intelligence, extends from birth to around the age of two. In these earliest years of life, the child's behavior is primarily motor; although cognitive development is taking place, the child probably does not use language to think conceptually. The second stage, designated as one of preoperational thought, extends from two to seven years. This is the time when language is developing rapidly, and children, although primarily concerned with their own joys and their own woes, have entered a sort of "prelogical" stage where there is marked conceptual development. Given a good oral language model, children at this age imitate sounds and intonation patterns with ease and accuracy. Piaget's third stage, from seven to eleven, is designated as that of concrete operations. The child is now developing an understanding of cause and effect, and gradually acquires the ability to use logic to solve concrete problems. The fourth and last stage as outlined by Piaget deals with

formal operations, and extends from the ages of eleven to fifteen or beyond. It is in this stage that the child gains the ability to think in the abstract.

The important thing for the teacher to keep in mind is that the cognitive progression through these four stages is due primarily to the maturation of the nervous system; until a child has attained the requisite physiological maturity to operate at a given cognitive level, no amount of exhortation can bully him/her into "understanding." In other words, trying to explain the concept of an indirect object pronoun to a language learner still in the stage of preoperational thought would be a waste of everybody's time. Both cultural and educational environments, however, can either speed up or retard the child's progression from one stage to another.

## The Hemispheres of the Brain

Another aspect of cognition with which classroom teachers should be familiar is the frequently over-simplified "left brain/right brain" orientation. Although the two hemispheres of the brain are connected by a bundle of 200 million nerve fibers known as the corpus callosum, many individuals have a dominant left or right brain strategy for processing information. The two approaches are contrasted as follows (Taggart and Torrance, 1984; Torrance, Taggart and Taggart, 1984).

| Left-Dominant Tactics | Right-Dominant Tactics |
|---|---|
| You tend to be a conforming person | You tend to be a nonconforming person |
| Who prefers structured assignments | Who prefers open-ended assignments |
| In which you can discover systematically | In which you can discover through exploration |
| By recalling verbal material | By recalling spatial material |
| In order to look for specific facts | In order to look for main ideas |
| Which will sequence ideas | Which will show relationships |
| In the form of an outline | In the form of a summary |
| From which you can draw conclusions | From which you can produce ideas |
| To solve problems logically | To solve problems intuitively |
| So that you can improve something. | So that you can invent something new. |

Though most individuals have a naturally dominant style, some integrate both right and left brain tactics according to the nature of the problem to be solved. The resulting "whole brain" approach provides for greater flexibility and a richer creative expression. Classroom activities in American schools have tended to emphasize left-hemisphere dominant strategies, which reinforce left-hemisphere dominant students. Fortunately, foreign language teachers have at their disposal a number of right-brain activities that can provide students the opportunity to explore the full range of information-processing tactics and move toward a more whole brain approach. (See Georgia Department of Education Foreign Language Resource Guides for "Suggestions for teaching the cognitive skills.")

A focus on cognitive skills development has a place in the foreign language classroom. Some of the terminology may seem alien to our discipline because we have emphasized "The Four Skills," "The Cultural Content," and "The Proficiency Movement." These are still our areas of professional concern. But at the end of the century, as foreign language study, becomes one of the disciplines at the core of the curriculum, we have a responsiblity to enlarge the scope of our efforts to include teaching cognitive skills.

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## Accuracy and Error Correction

One of the greatest adjustments in classroom instruction resulting from the proficiency focus is the treatment of error correction. Throughout the audiolingual period of language instruction in this country, teachers were trained never to let errors go uncorrected in the classroom. There was apprehension that if students heard an error without correction, they might internalize the incorrect utterance and store it forever as the appropriate response. In examining the natural process of language acquisition, teachers now recognize and accept the fact that errors are evidence of the learner's developing language system. Furthermore, there are indications that some errors tend to "cure" themselves over time and need no corrective treatment.

Accuracy of expression must be achieved without inhibiting the communicative process. Students need to receive appropriate corrective feedback, which is nonthreatening and does not interfere with interrupt attempts to communicate meaning. In deciding which errors require feedback, the following criteria have been suggested (Walz, 1982): comprehensibility of the message, frequency of the error, pedagogical focus of current instruction, individual student concerns and irritability to the listener. Research by Holley and King (1974) indicates that

waiting five to 10 seconds before providing corrective feedback results in student self-correction more than 50% of the time. Teachers may further facilitate self-correction by intonation, modeling, rephrasing, cueing, questioning and repetition.

Teacher correction with the right answer should be used as a last resort and only when several errors result in an incomprehensible utterance. Researchers and practitioners argue that direct correction of every written or spoken error is not the most effective tone for corrective feedback. Teachers might instead selectively correct, use discovery techniques, provide indirect correction through symbols, require second drafts or even error charting as other possibilities for error correction. (Omaggio, 1986) Heretofore, error correction has focused on oral production. However, Terrell (1982) says that he corrects his students only in written format. In most written assignments, students have adequate time to write, reflect, correct and re-write before delivering a finished product -- even in the simplest of assignments. Consequently, it seems more reasonable to hold the student accountable for accuracy in this context. On the other hand, teachers should keep in mind the natural process of language acquisition and the fact that full mastery of grammatical and lexical items occurs cyclically, not linearly.

To encourage the development of higher levels of proficiency, students need appropriate feedback, which implies the presence of a patient teacher who allows students to complete their comprehensible messages without interruptions, and who appropriately times corrective feedback after the messages have been delivered and received. Students should have ample opportunities to use language naturally and obtain appropriate feedback to facilitate the development of foreign language proficiency.

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## Technology in Foreign Language Instruction

As foreign language instruction moves into the new age of teaching for proficiency and communicative competence, foreign language educators must consider the effectiveness of the traditional language laboratory, which played such an important role in the audiolingual drills of the 60s, from the perspective of new assumptions and purpose. If language learning takes place optimally in a meaningful context, and if interpersonal communication is the goal of language study, what function can a machine possibly have in the teaching process?

The answer lies in an examination of the equipment now available (both hardware and software) and the ways in which it can be used as an adjunct to the teacher. The time is past when students were expected to spend hours with a tape recorder, either alone or in a class, repeating sounds, words or sentences that frequently had no meaning for the student. Many teachers who had doubts about the efficacy of such drills are still hesitant about the usefulness of newer technology in language learning; but many items recently added to the market can play a very different and significant role in proficiency-oriented foreign language teaching.

The following is an overview of what is currently available in the field, with some ideas about how it can be put to service in foreign language teaching.

## Audio Tapes and Equipment

Most elementary and intermediate texts have accompanying tape programs that allow students to hear different voices with native pronunciation in dialogues, listening comprehension exercises and dictations. Although interpersonal communication is the main goal of foreign language instruction, it can and should be complemented by other kinds of exposure to the spoken language. One of these is pronunciation drills of several kinds, including individual sounds, words and entire sentences, perhaps in dialogue context, where intonation can be practiced in addition to word-level pronunciation. These are especially important if the teacher is not a native speaker of the language being taught.

Besides working with pronunciation, students should have the opportunity to use audio equipment to improve their ability in listening comprehension, one of the four skills to be taught and tested in the proficiency approach. In this connection, teachers should be aware that expectations have changed: students need not be expected to understand all of the spoken text they hear, but should be able to glean important facts from listening (perhaps several times)

to a text they do not understand entirely. As with all skills, it is practice that makes perfect, not talking about practice.

Students at the end of first-year French, German or Spanish should be able to listen to a conversation at nearly normal speed by native speakers and give information about the conversation on a test sheet. The topic of such a conversation might be two students introducing each other and telling about their families. This performance could be expected from only those students who have been exposed to a number of such practice exercises during the year.

Various laboratory systems are available for use with standard tape (or audio-cassette) programs. Information concerning audio equipment may be obtained from electronic media corporations.

## Video and Television

In many areas of teaching, slide projectors and the 16-mm projectors have been replaced by video playback machines and television monitors. Much of what was available on film is now also available on video in a much more manageable and familiar technology. If listening to an audio tape is an excellent way of experiencing the target language, then seeing the people speaking in a target culture environment is surely even more effective.

Many of today's textbooks offer sets of videocassettes with "dramatic episodes, filmed on location and based on textbook themes [which let students see and hear . . . young people [of various nationalities] in authentic settings." There are even "interactive segments [which] elicit student response." (Neue Freunde, Teacher's Edition. [1989], 11.) A major advantage of video is that it appeals to students in the medium they are accustomed to hearing and seeing. Finding, preparing and editing authentic televison material for classroom use can be extremely time-consuming and frustrating; thus, pre-edited and thematically related videos would seem very beneficial.

One word of caution for teachers who choose to prepare their own video materials: There are three different standards for color TV signals: NTSC (used, for example, in the USA), PAL (from West Germany) and SECAM (originated in France). These systems are not compatible. A show from France, for instance, cannot be shown on a VCR intended for NTSC. It can be shown only on a multi-standard machine which is equipped for all three systems. Teachers who want to work with foreign-produced programs should consider the additional expense involved.

A possible alternative is the availability of services through which schools or school systems can copy live foreign TV programs by satellite uplink. These programs can

be used as authentic texts for a variety of classroom activities. The charge is on a per-student-use basis. There are also significant problems in the area of copyright regulations. Teachers should be aware of these laws and regulations and should avoid abusing the copyright on original material.

With these caveats in mind, language laboratories in schools of the 90s should be equipped to show videotaped material, and teachers should be encouraged to make such materials part of their courses.

## Computer Hardware and Software

Students in every school in Georgia now have access to computers. Materials are available for use in almost every discipline, from math to music, from English to football. But what role is the computer playing, and what role can it play in foreign language instruction?

Computer-assisted instruction (CAI) and computer-assisted language learning (CALL) are acronyms already familiar to many teachers. Much of the research in language learning and teaching now being reported in professional meetings and journals has to do with the place and function of the computer in our profession. Yet there are many questions to be considered before computers are a desirable adjunct to the foreign language classroom.

The first consideration must be hardware. The basic needs are of a computer with one disk drive and a monitor for each station. Beyond that, many other items may be added to make the system more functional or flexible. A relatively new product in this area is the computer panel, which enables the computer screen to be projected by means of an overhead projector onto a large screen so that an entire class can see what is being done on a small screen. One problem to consider relating to hardware -- the two leading systems (Apple and IBM) are not compatible. Programs produced for one system cannot be run on the other, and teachers and administrators should keep this in mind if programs have been previously purchased.

A second concern is software. In addition to the programs produced by publishers to be used in conjunction with a given textbook, many varieties of programs are available to the language learner. Yet the most frequently used continues to be the traditional drill exercise updated for computer. These exercises are often unimaginative reworkings of workbook drills, running the gamut from fill-in-the-correct-verb-ending to translation for those students who profit from rote memory drills. There are, however, other types of drills, including games and real-life simulations, which are very effective in developing communicative skills. Every teacher or school system can find more than enough programs to be used in

conjunction with foreign language learning, but they must be certain the material is of the quality their students deserve. See Appendix C for more information.

Some teachers (and some students as well) may be interested in programming materials themselves. For them, several authoring programs are on the market that simplify the production of individually generated computer programs.

**And Beyond . . .**

In addition to the possibilities cited above, other new materials go beyond these technologies. Especially intriguing are interactive video and audio programs that allow the student (sometimes via computer keyboard, sometimes by voice) to interact with the program and contribute to the dialogue or story. At the least, such programs allow for computer control of the video program, so the user can choose which portion is to be shown, stop the action or replay any portion. There is frequently a battery of helps, including such items as glossaries, slower versions of the dialogues, transcriptions, comprehension checks, related grammatical exercises and, of course, answers to any such exercises.

The future of the technology explosion in foreign language teaching is hard to predict. What is certain is that technology will continue to be with us. In whatever

form, it should be a part of language instruction in every school in Georgia.

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## Textbook Evaluation

Although the textbook alone does not guarantee successful language learning, it is one of the teacher's most important instructional aids and should be selected to support proficiency goals and to help the student learn the language in context. While no textbook is perfect, some are more proficiency-oriented than others which present a more traditional or grammar-oriented approach to language learning. Thus, there is a need for selective criteria which do not favor a particular methodological approach, but which will best accomplish the objectives set forth by each school system's foreign language program.

The following questions can be used as guidelines in selecting a text.

[M = Modern Languages/L = Latin]

- Is careful attention given to each of the four language skills of listening, speaking, reading and writing, in order to provide opportunity for students to develop the ability to understand, speak, read, and write in the target language? (M)
- Does the text provide for development of a variety oflanguage functions (giving information, asking questions, expressing likes/dislikes, etc.)? (M)
- Are students given ample opportunity to use the language for real communication? (M)
- Are activities authentic and contextualized to afford practice in a range of contexts likely to be encountered in target language experiences? (M)

- Are the units presented in a well-organized, thematic manner? (M/L)
- Is cultural material integrated throughout the text in a variety of activities? (M/L)
- Is adequate cultural information provided? Does it make the student think and encourage self-expression? (M/L)
- Do activities encourage the development of higher-level thinking skills? (M/L)
- Do activities include both old and new, active and passive vocabulary? Is the vocabulary varied and functional, and does it reflect authentic language usage? (M/L)
- Does the text provide for group work and communication among students? (M)
- Do activities meet the needs and interests? (M/L)
- Are instructions clear and grammatical explanations concise? (M/L)
- Is there logical flow throughout the text and logical bridging between levels to ensure continuous student progress? (M/L)
- Are readings appropriate for the ability level? Are topics and themes offered that meet students' needs and interests? (M/L)
- Does the text provide word study/derivative sections? (L)
- Are examples of authentic texts presented (e.g., inscriptions from coins, buildings, statuary, graffiti, epigrams, etc.) (L)
- Does the text series offer ample ancillary materials (workbooks, tapes, videos, software, etc.)? (M/L)
- Is the text attractive and aesthetically appealing? Is it durable and likely to remain useful during the adoption period? (M/L)
- Are there color pictures of high quality and line drawings of artifacts and architectural structures which enhance the readings? (L)

- Is the publisher available for workshops and in-service programs to provide teachers with new and current instructional techniques? (M/L)

After a search has narrowed the selection to two or three texts, a detailed evaluation instrument should be developed that focuses on the main goals for textbook selection: a text that supports proficiency-oriented language instruction and that best assists in the development of communicative competence and emphasizes cultural awareness and sensitivity. The following textbook evaluation forms may serve as models for textbook selection.

## Proficiency-oriented Textbook Evaluation Form

(Prepared by Participants in the 1988 University of Texas-Texas Education Agency Summer Institute for Foreign Language Supervisors, July 1988.)

This evaluation form is designed to aid teachers in their review of the important features of a modern language textbook being reviewed for possible adoption. The focus is on proficiency-oriented textbooks.

Title:_____Level_____

Publisher_____Copyright Date_____

The following statements are provided to describe proficiency-oriented materials.*

1. Contextualized language-practice activities, affording abundant practice in a range of contexts likely to be encountered in the target culture.

2. Personalized and creative practice activities that encourage students to express their own meaning in their own words as early in the program as possible.

3. Suggestions for group work and active communication among students.

4. Authentic language in exercises, readings and dialogues, as well as abundant realia throughout the texts, integrated with language-practice activities.

5. Functional/notional concepts, together with ample opportunities to practice a range of tasks using these concepts.

6. Clear and concise grammatical explanations that enable students to work toward accuracy goals from the beginning of instruction.

7. Appealing topics, themes, readings, and activities that respond to students' needs and interests.

8. Cultural material integrated with language-practice activities, selected to reflect both deep and surface culture phenomena and incorporating both "hearthstone" and "Olympian" culture in a balanced fashion that will appeal to students' interests.

*Omaggio, A. Teaching Language in Context: Proficiency-Oriented Instruction (1986).

| I. **Communicative Aspects** | HIGH | | | | LOW |
|---|---|---|---|---|---|
| Students are given numerous opportunities in conversational situations. | 5 | 4 | 3 | 2 | 1 |
| There is a variety of communicative activities (role playing, interviews, skits, simulations) throughout the book. | 5 | 4 | 3 | 2 | 1 |
| A variety of pair, small-group and whole group activities is included. | 5 | 4 | 3 | 2 | 1 |
| Communicative activities, rather than mechanical drills, predominate in the textbook. | 5 | 4 | 3 | 2 | 1 |
| Communicative activities build from easy to more difficult. | 5 | 4 | 3 | 2 | 1 |
| Communicative activities are realistic and purposeful. | 5 | 4 | 3 | 2 | 1 |
| Communicative activities are sequenced so students are prepared with the necessary vocabulary and grammatical structures. | 5 | 4 | 3 | 2 | 1 |

TOTAL: _____

| II. **Language Skills** | | | | | |
|---|---|---|---|---|---|
| Adequate attention is given to the development of all four skills. | 5 | 4 | 3 | 2 | 1 |
| Textbook differentiates expectations for the different skills (receptive and productive.) | 5 | 4 | 3 | 2 | 1 |
| Activities provide for the integration of language skills. | 5 | 4 | 3 | 2 | 1 |
| Skill development activities including grammar and vocabulary are purposeful and contextualized. | 5 | 4 | 3 | 2 | 1 |
| There is sufficient practice to develop skills. | 5 | 4 | 3 | 2 | 1 |
| Grammar explanations are clear and concise. | 5 | 4 | 3 | 2 | 1 |
| Material is presented in manageable increments. | 5 | 4 | 3 | 2 | 1 |
| The language is current. | 5 | 4 | 3 | 2 | 1 |

TOTAL: _____

**III. Receptive Skills**

| | | | | | |
|---|---|---|---|---|---|
| Listening/reading material is interesting to students for whom the book is suggested. | 5 | 4 | 3 | 2 | 1 |
| Listening/reading material is authentic or realistically simulated. | 5 | 4 | 3 | 2 | 1 |
| Comprehension is checked through a variety of strategies. | 5 | 4 | 3 | 2 | 1 |
| Reading material includes various forms of printed texts (menus, maps, schedules, signs, announcements, articles, stories, etc.) | 5 | 4 | 3 | 2 | 1 |
| Use of strategies for the development of skills (skimming, scanning, guessing from context, pre-listening and pre-reading activities). | 5 | 4 | 3 | 2 | 1 |
| Literature (e.g., excerpts from short stories, poems, plays) is included. | 5 | 4 | 3 | 2 | 1 |

TOTAL: _____

**IV. Productive Skills**

| | | | | | |
|---|---|---|---|---|---|
| Speaking/writing activities provide opportunities for students to practice using the language for real communication. | 5 | 4 | 3 | 2 | 1 |
| Students are provided with opportunities to develop skills in a variety of language functions (e.g., asking questions, giving information, apologizing, etc.) | 5 | 4 | 3 | 2 | 1 |
| Topics and activities for speaking and writing are of interest to students. | 5 | 4 | 3 | 2 | 1 |
| Activities provide for the use of creative language and negotiated meaning. | 5 | 4 | 3 | 2 | 1 |

TOTAL: _____

**V. Culture**

| | | | | | |
|---|---|---|---|---|---|
| The cultural information presented is interesting and useful to students. | 5 | 4 | 3 | 2 | 1 |
| Cultural information is integrated with the presentation of language in each unit. | 5 | 4 | 3 | 2 | 1 |
| Various countries where the foreign language is spoken are represented. | 5 | 4 | 3 | 2 | 1 |
| Nonverbal behaviors are described. | 5 | 4 | 3 | 2 | 1 |
| Cultural material is current and reflects the diversity within that culture. | 5 | 4 | 3 | 2 | 1 |
| Cultural information is presented in the foreign language whenever possible. | 5 | 4 | 3 | 2 | 1 |

TOTAL: _____

**VI. General Consideration**

| | | | | | |
|---|---|---|---|---|---|
| Text units are presented thematically. | 5 | 4 | 3 | 2 | 1 |
| Activities promoting higher-level thinking skills are included. | 5 | 4 | 3 | 2 | 1 |
| A useful appendix is included at the end of the textbook. (Included are vocabulary, grammar tables, etc.) | 5 | 4 | 3 | 2 | 1 |
| Drawings or pictures are used to illustrate vocabulary items, where appropriate. | 5 | 4 | 3 | 2 | 1 |
| Various kinds of maps are included in the textbook. | 5 | 4 | 3 | 2 | 1 |
| Design of the text is clear, colorful and aesthetically appealing. | 5 | 4 | 3 | 2 | 1 |
| Illustrations are authentic, clear and related to the content they support. | 5 | 4 | 3 | 2 | 1 |
| Provisions are made by the publisher for updating the resources and materials. | 5 | 4 | 3 | 2 | 1 |

TOTAL: _____

**VII. The Textbook Series**

Bridging activities are presented/included.

| | | | | | |
|---|---|---|---|---|---|
| Level I to II | 5 | 4 | 3 | 2 | 1 |
| Level II to III | 5 | 4 | 3 | 2 | 1 |
| Level III to Advanced | 5 | 4 | 3 | 2 | 1 |
| Content coverage of the series is appropriate. (Grammar should be covered over three years, rather than two.) | 5 | 4 | 3 | 2 | 1 |

Degree of difficulty is appropriate.

| | | | | | |
|---|---|---|---|---|---|
| Level I | 5 | 4 | 3 | 2 | 1 |
| Level II | 5 | 4 | 3 | 2 | 1 |
| Level III | 5 | 4 | 3 | 2 | 1 |
| Advanced | 5 | 4 | 3 | 2 | 1 |
| Content spirals systematically within each level and throughout the series. | 5 | 4 | 3 | 2 | 1 |

TOTAL: _____

**VIII. Ancillary Materials and Other Components**

| | | | | | |
|---|---|---|---|---|---|
| A teacher's resource binder is included. | 5 | 4 | 3 | 2 | 1 |
| Audio cassettes and tape script are available for listening comprehension activities. | 5 | 4 | 3 | 2 | 1 |
| Lab manual/workbook is provided. | 5 | 4 | 3 | 2 | 1 |
| Additional activities are included for reteaching. | 5 | 4 | 3 | 2 | 1 |
| Additional activities are included for enrichment. | 5 | 4 | 3 | 2 | 1 |
| Suggestions are provided to address the native speakers' needs. | 5 | 4 | 3 | 2 | 1 |

Visuals to accompany the text are available. 5 4 3 2 1

- Video cassettes _____Yes_____No
- Transparencies _____Yes_____No
- Slides _____Yes_____No
- Masters (duplicating) _____Yes_____No
- Posters _____Yes_____No
- Cue cards _____Yes_____No
- Filmstrips _____Yes_____No

Computer software 5 4 3 2 1

Test generators (software) 5 4 3 2 1

Proficiency-oriented tests/quizzes are provided. 5 4 3 2 1

- Chapter _____Yes_____No
- Unit _____Yes_____No
- Review units _____Yes_____No

Tests reflect the content and skills emphasized in the material covered. 5 4 3 2 1

- Listening _____Yes_____No
- Speaking _____Yes_____No
- Reading _____Yes_____No
- Writing _____Yes_____No
- Culture _____Yes_____No

Other: _____

TOTAL: _____

**Overall Ratings**

Since the eight categories carry different weight, **we recommend maintaining their total scores separately**, rather than computing one total for the entire book. In this way, you will be able to see the strengths and weaknesses of each book.

| | | | |
|---|---|---|---|
| I (35 pts.) * | _____ | V (30 pts.) | _____ |
| II (40 pts.) | _____ | VI (40 pts.) | _____ |
| III (30 pts.) | _____ | VII (45 pts.) | _____ |
| IV (20 pts.) | _____ | VIII (55 pts.) | _____ |

*Total possible points for each section indicated above.

Comments:

## Textbook Evaluation for Modern Foreign Languages*

Emphases: Communication and Culture

Title _____Level_____

Publisher _____Copyright Date _____

Scale: (Poor) 1 2 3 4 5 (Excellent)

**Exercises**

_____ There are a sufficient number of exercises to assure a reasonable assimilation of the grammar structures presented.

_____ The exercises are ranged from easy to more difficult.

_____ The exercises can be done both orally and in writing.

_____ The exercises use both new and old vocabulary.

_____ The language level of the exercises is current, not stilted.

_____ There are many personalized exercises.

_____ All the exercises are contextualized.

_____ There is a variety of exercise types.

_____ There are exercises in the form of games.

_____ There is provision for small-group, large-group and individual learning practice.

_____ There are exercises that promote the communicative use of the language (role-playing, interviews, etc.).

_____ There are adequate exercises to cover listening comprehension.

_____ There are writing exercises (compositions, etc.).

_____ There are adequate exercises to cover speaking skills.

_____ There are reading comprehension questions that require comprehension of the passage to answer.

**Communicative Activities**

_____ Students are given adequate opportunities to use the language in conversational situations.

_____ There is a good variety of communicative activities throughout the book.

_____ There are more communicative activities than mechanical drills.

_____ The communicative activities build from easy to more difficult.

_____ The communicative activities are meaningful, not manipulative. (Example: Students are not forced to lie.)

_____ The communicative activities are sequenced with the grammatical presentations so the students are prepared with the necessary vocabulary, etc.

**Culture**

_____ The cultural information presented is of interest to most students.

_____ The cultural presentations are integrated into each unit.

_____ The culture is reflected in the presentation of language.

_____ All segments of society are represented.

_____ A sufficient amount of cultural information is provided.

_____ There are plenty of pictures, photos, cartoons, realia, etc.

_____ The foreign culture is compared and contrasted with United States culture.

_____ Nonverbal behaviors are described.

_____ Maps are included in the units that warrant them.

_____ There is a full-page, clear map of each country in which the foreign language is spoken.

_____ Time is allotted to the study of contemporary youth.

_____ The cultural material is current.

_____ The cultural information presented would be of use to students if they ever traveled or lived abroad.

_____ The material on culture is presented in the foreign language where appropriate.

**Reading Material**

_____ The reading material is of proper interest level for high school students.

_____ The reading material is natural, not contrived.

_____ The sociocultural aspect of the people is integrated into the reading materials.

_____ The reading material comes in varied forms (not all in dialogue form, for example).

_____ A variety of topics are covered.

_____ Countries in which the foreign language is spoken are covered.

_____ The readings are ranged from easy to more difficult.

_____ Reading material is presented that does not deal directly with the grammar being presented in the unit.

_____ Reading passages are linked with the chapter content.

_____ Reading material is presented for the sole purpose of skill development.

_____ There is some exposure to foreign literature (excerpts from short stories, poems, plays, etc.).

_____ Reading materials reflect current language usage.

**General Considerations**

_____ Units in the text are presented on a thematic basis.

_____ There are high quality color photos in the text.

_____ There is a useful index at the end of the book that includes verb conjugations, vocabulary and grammatical structures.

_____ Drawings or pictures are used to illustrate vocabulary words where appropriate.

_____ The text weight and size are feasible for locker space.

_____ The text is aesthetically appealing.

_____ The text will endure for the adoption period.

*Individual items and basic format by Leslie J. Harbour, University of Illinois.

## Reference

A Guide to Curriculum Planning in Foreign Language. Wisconsin Department of Public Instruction, 1985.

## Textbook Evaluation for Latin*

Title _____Level_____

Publisher_____Copyright Date _____

Scale: (Poor) 1 2 3 4 5 (Excellent)

_____ Materials use consistent, acceptable terminology in presenting grammatical concepts.

_____ Materials use "real" Latin as opposed to "made" Latin.

_____ Directions and explanations are clear and precise.

_____ Materials provide an opportunity to develop the reading skill by using all four skills (listening, speaking, reading and writing).

_____ Materials have sufficient exercises to develop the student's grammatical and syntactical skills.

_____ Materials have sufficient activities to develop the student's English vocabulary skills.

_____ Materials are culturally authentic.

_____ Materials contain cultural presentations that reflect the everyday life of the target culture.

_____ Cultural content is integrated with the linguistic and skill content.

_____ Materials follow a logical, sequential development. (There is a progression of difficulty, re-entry of vocabulary, etc.)

_____ Materials could normally be mastered in the time allotted.

_____ Materials provide a variety of learning activities.

_____ Materials can be adapted to fit varying student needs.

_____ Content is appropriate to motivate student interest by avoiding a single theme such as war, military affairs, mythology etc.

_____ Materials are designed to be compatible with instructional alternatives such as individualized instruction, mini-courses, multilevel classes, small-group activities, etc.

_____ Materials provide learning for the student along with suggested activities and learning processes to achieve these objectives.

_____ Supportive materials (workbooks, tapes, slides, tests, etc.) correlate with the basic materials. (If no supportive materials, mark "1".)

_____ Teacher edition explains the intended use of the various components of the materials. (If no teacher edition is provided or if teacher edition is merely an answer key, mark "1".)

_____ Materials promote a positive self-image for students of all socioeconomic groups.

_____ Materials favorably portray a variety of roles for members of both sexes.

_____ Materials provide for the development of healthy attitudes and values.

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*Strasheim, L. A. 1983 Language Arts Textbook Adoption Evaluation Questions for Latin, Indiana University Office of School Programs.

## Reference

A Guide to Curriculum Planning in Foreign Language. Wisconsin Department of Public Instruction, 1985.

## Textbook Adaptation

With the refocusing of the curriculum to a proficiency framework, most publishers are in the process of major revisions of textbooks, moving away from traditional approaches and a focus on grammar and non-contextualized drills to proficiency-oriented activities. Students are offered a variety of realistic language situations and provided opportunities to practice the target language in context. However, until all textbooks contain proficiency-oriented activities, teachers will find it necessary to adapt the text to their particular styles of teaching and personalities, as well as to use materials from a variety of other sources which employ varied instructional approaches and methodologies.

Omaggio (1986) offers five hypotheses of methodology and proficiency, that may assist a teacher in adapting a text.

1. Opportunities must be provided for students to practice using language in a range of contexts likely to be encountered in the target culture.

2. Opportunities should be provided for students to practice carrying out a range of functions likely to be necessary in dealing with others in the target culture.

3. Proficiency-oriented methodologies are concerned with developing linguistic accuracy from the beginning of instruction.

4. Proficiency-oriented methodologies respond to students' affective needs as well as to their cognitive needs.

5. Proficiency-oriented methodologies promote cultural understanding and prepare students to live more harmoniously in the target-language community.

Because the textbook is the teacher's primary resource, its goals and objectives should match, as closely as possible, those of the teacher. The teacher becomes the student's main source in achieving the functional objectives and must see that the text advances the student toward the goals of communication. In a curriculum where the function of the language is the focus, language use must be the goal. Functions and content must continually be recycled instead of linking one given function to a single context. The text must give the student ample opportunity to practice recycling the function in various situations. Most proficiency-oriented texts are organized around a particular theme that introduces new vocabulary and at the same time provides a context for the presentation of relevant grammatical topics. Each theme should continually build upon previously learned material. The combining and recombining of function and context in a variety of situations will give the student the opportunities to use the language in realistic situations and meet the goal of communicative competence. Thus, the teacher must fit the goals and objectives together with the text materials in order to help advance the student toward proficiency.

## References

A Guide to Curriculum Planning in Foreign Language. Wisconsin Department of Public Instruction, 1985.

Omaggio, A. Teaching Language in Context. Boston: Heinle and Heinle Publishers, Inc., 1986.

## Assessment and the Modern Languages

For assessment of any kind to be valid, it must accurately evaluate that which has been taught, and techniques used in measurement should parallel techniques used in instruction. Just as the proficiency concept of foreign language instruction alters methods of instruction, it also changes the manner of assessment. Providing students the kind of classroom instruction that will help them become proficient in a foreign language but failing to offer them an opportunity to demonstrate that proficiency is frustrating to students and self-defeating to the program.

In Developing Communication Skills (1987) Pat Pattison summarizes the importance of proficiency-based teaching and testing.

> "When we look beyond examinations and consider learning as a preparation for life, then there is no doubt that developing communication skills -- which automatically involves some accuracy in language use -- is more important than developing accuracy to communicate alone, which does not automatically involve readiness and ability to communicate fluently in the foreign language."

The difficulty assessing proficiency-oriented instruction is finding the balance between the need for

accuracy and the ability to communicate. Students must not be inhibited in their earliest attempts to use the language, but they must be encouraged to recognize the necessity for accurate and authentic communication. Assessment must reflect the teacher-established criteria in daily language practice. The following evaluation considerations may be helpful in preparing and constructing tests designed to accurately measure student ability in an applied proficiency-based teaching approach.

1. Do test items match what has been taught?

All four skill areas should be assessed in the manner and proportion they were taught. For several reasons, teachers must give consideration to the weight of testing in the various skill areas. First, if an oral approach is emphasized and only a written test is administered, students will not receive a valid assessment of their abilities and will quickly interpret the "real" goals of instruction as evidenced by the tests administered to them. Second, students do not reach the same levels of proficiency in all skill areas simultaneously. In the initial stages of proficiency-based language learning, students are likely to feel more comfortable and perform more accurately with speaking/listening evaluation than with writing/reading assessments. If oral communication is consistently practiced throughout language instruction, then

reading/writing skills will certainly not be commensurate with oral skills, but they still need to be developed. Therefore, if teachers are to provide accurate measurements of student performance in the target language, they must consider the weight assigned to the language skill areas and valid expectations for student achievement in speaking, writing, reading and comprehending the spoken word.

2. Are tests (oral/written) contextualized?

Because the proficiency approach advocates teaching vocabulary and linguistic structures in terms of functional use in topical, thematic situations, the teacher must examine and construct tests that reflect this aspect. Omaggio (1986) asserts that, in many foreign language tests, "functional considerations are clearly absent, as students are required to fill in blanks with pieces of discourse for no other purpose than to prove that they know how they work . . . [and] the impression [is given] that success on language tests involves learning a few grammatical 'tricks' rather than processing language for some authentic purpose." Clearly teachers must rethink the pattern drills and fill-in-the-blank tests popular previously. Teaching Language in Context (Omaggio, 1986) offers detailed descriptions of proficiency-testing formats in all skill areas.

3. How does the teacher determine how to evaluate students response?

The teacher must consider whether there is more than one correct response to a given question. If so, the teacher must then decide how to evaluate the student response by asking, Is the response understandable? Are necessary linguistic structures correct? Is the vocabulary appropriate?

The teacher must keep in mind that "mastery" of linguistic structures requires repeated use (sometimes over long periods of time) and integration, and that even by the completion of first year, many linguistic structures are designated as "partial control." (QCC, 1988) For example, a student may have difficulty using ser/estar appropriately initially. But, through use, the student will gradually apply the appropriate form of the verb "to be". The teacher should examine the rest of the student response exclusive of ser/estar , knowing that at some point the student will be held accountable for correctly using the verb.

4. How should the teacher determine the level of difficulty?

Test format will vary according to students' language level, e.g., labeling a simple picture would not be a valid assessment for language learners with highly developed language skills. Likewise lower-level language students

should not be expected to produce oral or written reports in the target language. The teacher must consider the level at which most students are performing while at the same time, providing for some open-ended tasks for those with greater capabilities.

5. How should the frequency of evaluation/assessment be determined?

Particularly in the case of oral performance, it is wise to develop on-going evaluative procedures that include a daily or periodic marking system. Evaluation of student performance does not have to be teacher-directed. Focused communication in pairs or small groups may provide genuine evaluation opportunities. Whatever marking system the teacher develops, it must be shared with students and applied consistently from the beginning so they understand their participation and performance are vital to language development.

6. How can an oral test be administered in large classes?

In addition to the ongoing oral evaluation, teachers may administer oral portions of major tests. If access to cassette recorders and/or language labs is possible, the student responses may be recorded. Students can go

individually to the recording area while the teacher continues working with the rest of the class.

The teacher may also wish to use other technological devices, such as the telephone or video cassettes to students' oral skills. Using the telephone at prearranged times agreeable to the teacher and students permits a one-to-one evaluation and helps the students use language as a true means of communication. Because communicating in a foreign language via phone is a difficult task, "conversations," particularly at the lower level, must be very structured, and students must be made aware of the expectation, pattern and topic of the "conversation." As students become more adept at these telephone "conversations" and more capable language users, some variations are possible to allow for more self-expression and language development. At the upper levels, the "conversation" should be less structured, and perhaps the teacher need only announce the topic.

As for video-taping for oral assessment, the teacher must ascertain equipment availability and provide someone to assist in taping while remaining with the class and sending a student or students to be video-taped in turn.* Of course, video-taping requires the teacher to view the tapes at some point, which necessitates having the equipment and time. On the other hand, this technique could be of tremendous value to the student in seeing and hearing strong

and weak performances and to see progress from one taping to the next.

The teacher should consider the following points as a matter of preparation in using technological devices to develop a systematic use program.

- Arrangements for equipment and operator if needed.
- Equipment condition and back-up accessories.
- Alternate plan for equipment failure.
- Space allotment for use of equipment.
- Precise instructions (amount of time, equipment directions, test directions, closing directions) to students on how and what is to be accomplished.
- Evaluation and feedback procedure.

7. How does the teacher emphasize the importance of day-to-day language participation and involvement?

From the very beginning, the teacher must establish that language is acquired through active involvement over time. Accordingly, any course syllabus should clearly outline what is expected of students in the language acquisition process and should detail evaluation criteria. This means not only outlining test/quiz formats and frequency but how daily participation, homework and projects will be evaluated and their proportional value in grading.

Ex. + = good to excellent performance
- = poor performance
0 = non-performance (no materials, refusal . . . )
A = absent

It is equally important that students perceive they do receive some notation of their involvement, which is indeed taken into consideration in the overall final grade. If a teacher states that student daily participation will be marked and then does not do so, students will not perform as well, or they may not participate. To assist in recording student involvement, the teacher should consider designating a section of the grade book or using a selected folder or clipboard sheets appropriately formatted and labeled. Because it is difficult to assign a letter or number grade for student involvement of this sort, the teacher may wish to devise a marking system which, when surveyed over a period of time, yields a balanced picture of student participation/involvement. A marking system not based on letter or number grades allows flexibility and certain freedom in making mistakes and taking risks. Such a system might be delineated as follows. If projects are to be part of the final grade, students must be made aware of all phases of the project listed below.

- topics
- due date(s); penalties for lateness,
- format,
- instructions for printed sections/cover, etc.,
- grading criteria (e.g. neatness, authenticity, quoted sources, accuracy, creativity, etc.),
- guidelines for oral presentations.

The teacher must be consistent with the marking system and must equate it at some point to a grade equivalent in

oral initiation/response sessions, homework check, periodic notebook checks, etc.

## Assessment and Latin

Many evaluation considerations applicable to modern languages also apply to Latin. Most recently, contextualization has become a focus in teaching reading comprehension and translation in Latin. Recent texts have contextualized linguistic structures and vocabulary in related reading passages so the grammar/syntax students learn per chapter enable them to understand current and successive passages. Cultural information is woven into these reading passages as a natural element so the student is not only reading a Latin passage but is acquiring information about some aspect of Roman social life and/or historical events. Frequently, there are further references to cultural/historical aspects in various chapters. Word study sections further emphasize and reinforce chapter vocabulary and allow students the opportunity to identify and use words in both their Latin and English contexts. The format for ancillary tests of recent texts usually follows the chapter content. Even teacher-made tests or quizzes are less difficult to construct when based on a contextualized approach.

Many grammar-oriented texts have been or are widely used, and if a relevant connection is to be made between the

grammar and the reading passage, the teacher must do it without a great deal of help from these texts. Traditionally, these are the texts in which each chapter presents one or more (usually more) grammatical elements and ensuing exercises feature sentences unrelated to each other and to the chapter reading passage. Consequently, when students approach a reading passage, they may encounter the grammar points so briefly that they are left wondering why they spent the previous days discussing and completing exercises. To further compound students' frustration, there may be no follow-up on the grammar point in the successive chapters. However, one day the grammatical element will reappear and the teacher may be heard to say "Remember when we learned that five chapters ago?"

By working together in local systems and through statewide classical organizations, teachers who have grammar-oriented texts may develop exercises that support chapter reading passages as well as other contextualized activities and evaluative measures. These groups can also develop ways to allow for grammar re-entry in succeeding chapters.

Because teaching Latin encompasses more than the language per se, testing in Latin should include culture, history, mythology and word study. Usually, most or all of these elements are present in each chapter, and the chapter test reflects them. If these elements are not present in

each chapter, the teacher must develop a systematic approach to including them and testing for knowledge. It is not necessary to test these elements in Latin unless they are presented in Latin in the text in a system of the teacher's devising. Presented and assessed in English, these elements help students understand that Latin was at one time an important living language, one which had far-reaching effects on many civilizations, and particularly on Western culture.

Another very important aspect of Latin teaching and testing is the oral use of the language. This does not mean Latin students are expected to carry on conversations as modern language students do, but they must be expected to pronounce correctly and read with a sense of cadence and intonation. Language learning difficulties arise when student do not vocalize the language and when their ears are unaccustomed to hearing it. Simple dictation tests and periodic oral checking will encourage students to develop their oral Latin skills.

## References

Omaggio, A. C. Teaching Language in Context. Boston: Heinle & Heinle Publishers Inc., 1986.

Pattison, P. Developing Communication Skills. Cambridge: Cambridge University Press, 1987.

## Conclusion

Most Georgia students now begin foreign language study during their high school years. This occurs primarily for historical reasons. Since foreign languages have been studied in our nation's educational system, they have been placed within the realm of secondary instruction because they have been viewed as a subject matter requiring descipline and higher-order thinking ability. With few exceptions, foreign language instruction has remained in the high schools.

The situation is slowly changing. As the foreign language profession itself has re-examined its role in preparing our nation's youth for life in the 21st century and has carefully studied recent research related to foreign language learning, the scope of the target audience for foreign language instruction has expanded. More and more students in Georgia schools are being provided opportunities to begin and to sustain language learning in elementary and middle schools. If we are truly to equip our students to be successful in the work environment they will encounter in the next century, this movement needs to become a statewide endeavor.

Previous efforts to begin language instruction before the high school years have often been thwarted or have failed. There are many possible reasons for the unsuccessful

ventures, but one principal pitfall was and continues to be articulation from one school to the next. The story has been told frequently of the foreign language student who took French I four times. The student began French studies during the elementary years. Middle school teachers later perceived elementary school instruction as nothing more than songs, games and dances; therefore, approporiate placement was in French I. Arriving at the high school several years later and encountering high school teachers who had no confidence in the middle school foreign language program, the student took French I again -- this time "for real," because the Carnegie Clock was ticking. Finally, upon entering college, the student was allowed to take French 101 to begin fulfilling a foreign language requirement for a bachelor's degree. Stories such as this one illustrate the need for language study at all levels to be taken seriously and to be considered a worthy investment of time and money. If this goal is to be realized, foreign language teachers must be willing to plan cooperatively a sequential curriculum across the grades.

With increased local initiative and assistance from the state legislature, Georgia will move forward in the decade of the 90's to begin foreign language instruction in the elementary grades in the vast majority of its public schools.

Blending regular grade-level objectives with language objectives, elementary school foreign language programs can provide an enriched elementary school experience as they begin to equip students with the ability to understand and speak another language. The added advantage to FLES instruction is that students increase their awareness of and appreciation for cultural differences at a time when their minds are more open and receptive to such ideas.

FLES programs provide students at least 30 minutes of instruction daily and should articulate smoothly from year to year and teacher to teacher continuing into the middle grades. If a student begins a FLES program in kindergarten and continues uninterrupted through middle school, that student has been given nine years of foreign language instruction -- 810 clock hours. In contrast, a student who completes only a four-year high school foreign language program receives just 600 clock hours of instruction.

As elementary and middle school programs are implemented, the high school foreign language curriculum must reflect the continuum of the language-learning process. Offering content-specific courses in the high school will enable the program to meet language learners' continuing needs. Taking a course in social studies, art, music, drama, short story composition or mathematics taught through the medium of the target language will provide high school students opportunities to put their language to work. As

they use their foreign language to learn content in other academic disciplines, they also, almost unconsciously, continue second language development.

Such an approach, however, does not eliminate the continued need for beginning foreign language courses. High school students who received elementary and middle school foreign language instruction may choose to discontinue study of their first foreign language and begin another, or they may choose to continue their first language and simultaneously begin another.

While such a proposal may seem idealistic, it is essential that foreign language educators recognize and promote early and continued foreign language instruction. As we examine the demographic and economic projections on the eve of the twenty-first century, continued escalation of the international dimensions of our lives is clearly evident. Our responsibility is to equip our children for life in this changing world. To send them into the world without the ability to communicate in other languages and to operate within differing cultural contexts is to diminish their personal and professional development.

# APPENDIX A

## ACTFL PROFICIENCY GUIDELINES

## ACTFL PROFICIENCY GUIDELINES

### Generic Descriptions-Speaking

Novice
The Novice level is able to communicate with learned material minimally.

Novice-low
Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.

Novice-mid
Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.

Novice-high
Speaker is able to satisfy the requirements of basic communicative exchanges partially by relying heavily on learned utterances, but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

Intermediate
The Intermediate level is characterized by the speaker's ability to create with the language by combining and recombining learned elements, though primarily in a reactive mode; initiate, minimally sustain and close in a simple way basic communicative tasks; and ask and answer questions

Intermediate-low
Speaker is able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

Intermediate-mid
Speaker is able to handle a variety of uncomplicated, basic and communicative tasks and social situations successfully. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, because the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

Intermediate-high
Speaker is able to handle most uncomplicated communicative tasks and social situations successfully. Can initiate, sustain and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

Advanced
The Advanced level is characterized by the speaker's ability to converse in a clearly participatory fashion; initiate, sustain and close a wide variety of communicative tasks, including those requiring an increased ability to convey meaning with diverse language strategies becase of a complication or an unforeseen turn of events; satisfy the

requirements of school and work situations; and narrate and describe with paragraph-length connected discourse.

Advanced
Speaker is able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices and different rates of speech. Circumlocution arisings from vocabulary or syntactic limitations is very often quite successful, though some groping for words may still be evident. The Advanced speaker can be understood without difficulty by native interlocutors.

Advanced-plus
Speaker is able to satisfy the requirements of a broad variety of everyday, school and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail and hypothesize. The Advanced-Plus speaker often shows a well-developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level, complex tasks, language may break down or prove inadequate.

Superior
The Superior level is characterized by the speaker's ability to participate effectively in most formal and informal conversations on practical, social, professional and abstract topics and support opinions and hypothesize using native-like discourse strategies.

Superior
Speaker is able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually, the Superior-level speaker is only

partially familiar with regional or other dialectical variants. The Superior level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.

## General Descriptions-Listening

Novice-low
Understanding is limited to occasional words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

Novice-mid
Listener is able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases for simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

Novice-high
Listener is able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.

Intermediate-low
Listener is able to understand sentence-length utterances consisting of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions, and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations.

Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Intermediate-mid
Listener is able to understand sentence-length utterances consisting of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions, and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks pertain to spontaneous face-to-face conversations and to short, routine telephone conversations and some deliberate speech, such as simple announcements and broadcast medai reports. Understanding continues to be uneven.

Intermediate-high
Listener is able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.

Advanced
Listener is able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

Advanced-plus
Listener is able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse that is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond textual surface meanings but may fail to grasp messages' socio-cultural nuances.

Superior
Learner is able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse that is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms, and register shifting. Listener is able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.

Distinguished
Listener is able to understand all forms and styles of speech pertinent to personal, social, and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen productions, editorials, symposia proceedings, academic debates, public police statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang.

## Generic Descriptions-Reading

These guidelines assume all reading texts to be authentic and legible.

Novice-low
Reader is able occasionally to identify isolated words and/or major phrases when strongly supported by context.

Novice-mid
Reader is able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

Novice-high
Reader has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes, standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High-level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.

Intermediate-low
Reader is able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

Intermediate-mid
Reader is able to read consistently, with increased understanding, simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

Intermediate-high
Reader is able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Reader can derive some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent, and the reder may have to read material several times for understanding.

Advanced
Reader is able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader derives the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations, such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters, and simple technical material written for the general reader.

Advanced-plus
Reader is able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Reader can understand parts ofconceptually abstract and linguistically complex texts, and/or texts that treat unfamiliar topics and situations, as well as some texts that involve aspects of target-language culture. Reader can comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.

Superior
Reader is able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts that are highly dependent on target culture knowledge. Reader easily reads for pleasure. Superior-level texts feature hypotheses, argumentation and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralinguistic knowledge with meanings derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and low-frequency idioms. The Superior level reader can match strategies, top-down or bottom-up, whichever are most appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowledge.) Material at this

level will include a variety of literary texts, editorials, correspondence, general reports, and technical material in professional fields. Rereading is rarely necessary, and misreading is rare.

Distinguished
Reader is able to read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Reader can relate inferences in the text to real-world knowledge and understand almost all socio-linguistic and cultural references by processing language from within the cultural framework. Reader can understand a writer's use of nuance and subtlety and can readily follow unpredictable turns of thought and author intent in materials such as sophisticated editorials, specialized journal articles, and literary texts such as novels, plays, and poems, as well as in any subject matter area directed to the general reader.

## Generic Descriptions-Writing

Novice-low
Writer is able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.

Novice-mid
Writer is able to copy or transcribe familiar words or phrases and reproduce some from memory. Writer has no practical communicative writing skills.

Novice-high
Writer is able to write simple fixed expressions and limited memorized material and some recombinations thereof. Writer can supply information on simple forms and documents. Writer can write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

Intermediate-low
Writer is able to meet limited practical writing needs. Writer can write short messages, postcards, and take down simple notes, such as telephone messages. Writer can create

statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Writer exhibits frequent errors in grammar, vocabulary, punctuation, spelling, and formation of nonalphabetic symbols, but writing can be understood by natives used to non-natives' writing.

Intermediate-mid
Writer is able to meet a number of practical writing needs. Writer can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Writer can express present time or at least one other time frame or aspect consistently, e.g., non-past, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions .pa and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Writing can be understood by natives used to non-natives' writing.

Intermediate-high
Writer is able to meet most practical writing needs and limited social demands. Writer can take notes in some detail on familiar topics and respond in writing to personal questions. Writer can write simple letters, synopses, brief paraphrases, and summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Writer rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to non-natives' writing.

Advanced
Writer is able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Writer can write simple social correspondence, take notes, write cohesive summaries and resumés, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic

structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to non-natives' writing.

Advanced-plus
Writer is able to write about a variety of topics with significant precision and in detail. Writer can create most social and informal business correspondence. Writer can describe and narrate personal experiences fully, but has difficulty supporting points of view in written discourse. Writer can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Writing is generally strong in either grammar or vocabulary, but not both. Weakness and unevenness in one of the foregoing or in spelling or character writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. (Style may still be obviously that of a non-native.)

Superior
Writer is able to express self effectively in most formal and informal writing on practical, social, and professional topics. Writer can create most types of correspondence, such as memos as well as social and business letters, short research papers, and statements of position in areas of special interest or in special fields. Good control of full range of structures, spelling or nonalphabetic symbol production, and a wide general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development is strongly evident, although not thoroughly executed and/or does not totally reflect target language patterns. Although sensitive to differences in formal and informal style, writer still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.

# APPENDIX B

## Scope and Sequence

## FUNCTION A

Understands and produces memorized utterances and sequences in oral and written form.

Objectives

1. Responds to basic questions about general well-being, weather and time

Examples:

| | |
|---|---|
| How are you? | Are you sick? |
| Fine, thanks. | No, I'm not sick. |
| Is the weather good today? | What time is it? |
| Yes, it is. | Ten o'clock. |

2. Repeats basic questions, asking them of another student

3. Recites sequences such as the alphabet, days of the week, months, seasons, numbers

4. Responds to visual cues for colors, time, members of the family, rooms of the house, body parts

## CONTENT FOR FUNCTION A

| TOPICS AND VOCABULARY | CULTURE |
|---|---|
| Alphabet | Reading and writing numerals; addresses; phone numbers |
| Days of week, months, seasons | Differences in capitalization |
| Number 1-100 | Recognition of 24-hour clock |
| Weather | Expressing dates and abbreviations of dates |
| Health | Concept of time |
| Colors | Recognition of metric system |
| Time | |

Family

Rooms of the house

Body parts

**LINGUISTIC FORMS FOR FUNCTION A**

Present tense of commonly used verbs FC*

Selected present tense forms of verbs dealing with health, weather and time FC*

Word order and intonation in declarative sentences, both affirmative and negative PC**

Word order and intonation of yes/no and information questions FC*

Number and gender PC**

Possession PC**

Contractions PC**

Appropriate descriptive adjectives, agreement and syntax PC**

Demonstrative adjectives PC**

Appropriate prepositions PC**

Appropriate adverbs (e.g. today, tomorrow, well, badly, so-so, etc.) FC**

Appropriate interrogative (e.g., How? What? Who? Where? When? Which?) FC*

Appropriate idiomatic expressions FC*

* FC - full control
** PC - partial control

**FUNCTION B**

Develops listening, speaking, reading and writing skills to communicate in the classroom about recurring events and functions.

Objectives

5. Seeks basic information

Examples:

What page are we on?
Which exercise is it?

6. Expresses confusion or lack of understanding

Examples:

What? I don't understand.
Would you repeat that, please?

7. Follows directions

Examples:

Open you books, please.
Please answer in French.

8. Makes excuses

Examples:

I don't have a pencil.
My dog ate my homework.

9. Asks permission

Examples:

May I speak in English?
May I go to the bathroom?

10. Expresses emotions

Examples:

Wow! How great!/How awful!
I hate . . .

## CONTENT FOR FUNCTION B

**TOPICS AND VOCABULARY**

Classroom objects

Classroom routine, including homework assignments

Interjections and rejoinders of pleasure, surprise, disappointment, frustration.
Examples:
- How good!
- How bad!
- How awful!
- What a drag!
- Really?

Expressions of politeness
- Examples:
  - Please.
  - Thank you.
  - With much pleasure.
  - You're welcome.
  - Excuse me.
  - I'm sorry.

Expressions of confusion
- Examples:
  - Repeat that, please.
  - What?

Appropriate idiomatic expressions.

**CULTURE**

Comparative school customs/behaviors

Appropriate songs, rhymes, poems, proverbs

## LINGUISTIC FORMS FOR FUNCTION B

Word order and intonation of yes/no and information questions FC

Negative statements PC

Imperatives of verbs commonly used in classroom activities (open,answer, say, write, listen, read, repeat, finish, sit down, get up, come) PC

Selected forms of frequently used verbs (permit me, I would like, I am sorry) PC

Appropriate additional interrogatives (How much? How many? Why?) FC

Appropriate additional nouns, pronouns and adjectives PC

Appropriate additional adverbs and prepositions (about, nearby, far away) PC

Expression of "there is/there are" and "Is there?/Are there?" FC

## FUNCTION C

Reacts appropriately in uncomplicated social situations.

Objectives

11. Understands and uses appropriate greetings and leave-takings

Examples:

Good morning, Mrs. Chin.
See you tomorrow, monsieur.

12. Understands and pronounces typical male and female names

Examples:

His name is Michel.
Don Diego is my father's friend.

13. Understands and gives personal information, such as time, age, family members, in a two- or three-sentence sequence

Examples:

My name is Hans. I am 16 years old. I have two sisters. Marie is tall, and Claude is short.

## CONTENT FOR FUNCTION C

| TOPICS AND VOCABULARY | CULTURE |
|---|---|
| Names (typical male and female) | Concept of formality vs.informality |
| Age | Common gestures and nonverbal communication -- handshake, embrace, kiss, interaction distance |
| Family | Names and titles |

House

Animals

Body parts

Appropriate greetings, leave-takings and courtesy expressions
Expressions:
Hi. How's it going?
Goodbye. See you later.

Appropriate songs, rhymes, poems, proverbs

Appropriate possessive

**LINGUISTIC FORMS FOR FUNCTION C**

Verbs in the present tense frequently used in uncomplicated social situations FC

Word order and intonation in declarative sentences, both affirmative and negative PC

Word order and intonation in yes/no and information questions FC

Appropriate nouns, pronouns and prepositions PC

Adjectives PC

Appropriate predicate adjectives PC

Appropriate adverbs FC

## FUNCTION D

Responds in oral or written form to a structured question (yes/no, either/or) presented orally or in writing about real, personal experiences.

Objectives

14. Accomplishes the above in the present

Examples:

Do you study a lot?
No, not very much.

15. Accomplishes the above in the future

Examples:

Are you going to the movies tomorrow?
No, I'm not going tomorrow.

Are you going to play football or watch TV?
I'm going to play football.

## CONTENT FOR FUNCTION D

**TOPICS AND VOCABULARY**

Leisure time

School events

Vacations

Sports

A typical school day

Family

Time expressions (e.g. in the morning, in the afternoon, etc.)

**CULTURE**

Extended family

Birthdays and holidays

Vacations

Weekend activities

Sports

School system

Appropriate songs, rhymes, poems and proverbs

**LINGUISTIC FORMS FOR FUNCTION D**

Present tense of commonly used verbs dealing with topical vocabulary FC

Future time with the present tense of commonly used verbs dealing with topical vocabulary FC

Adverbs and adjectives of time (past and future) (last night, yesterday, last year, tomorrow, next week, etc.) PC

Appropriate nouns, pronouns, adjectives, prepositions and other parts of speech PC

## FUNCTION E

Demonstrates, in oral and written form, some spontaneity and creative language use in response to an oral or written question, a situation or a visual.

Objectives

16. Responds realistically to basic questions using topical vocabulary

Examples:

What time are we going?
We're going at three.

17. Manipulates memorized materials to fit the situation

Examples:

What day is today?
Today is Friday.

What was the weather like yesterday?
Yesterday it was hot.

18. Gives sentence descriptions using appropriate adjectives (color, size, personality).

Examples:

My dog is white and small.
My brother is impossible!

19. Gives answers to factual questions based on cultural information from countries where the language is spoken (e.g., major holidays, school life and daily living patterns of the principal target cultures, location of countries where the language is spoken, capitals of these countries)

Examples:

Where is France?
France is in Europe.

What is the capital of the Federal Republic of Germany?
Bonn.

20. Expresses likes/dislikes in single sentences using concrete vocabulary on topics, such as, food, clothing, colors, classes in school

Examples:

I like to eat tacos.
I don't like red shirts.

21. Express agreement and disagreement with other students' likes and dislikes

Examples:

I like to go to the movies.
Me, too.

I didn't like the book.
Me either.

## CONTENT FOR FUNCTION E

| TOPICS AND VOCABULARY | CULTURE |
|---|---|
| Vocabulary relating to family, home, health, weather, time, days, dates, seasons, alphabet, numbers, colors and classroom objects | |
| | Geographical areas where the target language is spoken and basic geographical names |
| Clothes | |
| | Street maps and street names and numbers |
| Foods | |
| | Currency |
| Sports | |
| | Abbreviating dates, ordinal for first of month, addresses, and phone numbers |
| Leisure activities | |

Holidays

Social customs in daily living (having a meal, holidays, foods)

Geography (north, south, east, west; rivers, forests, mountains)

Pastimes (outdoor cafes, parties, socializing, sports)

Expressions: of course; why not; don't mention it; etc.

Style of dress (traditional, contemporary)

Appropriate songs, rhymes, poems, proverbs

## LINGUISTIC FORMS FOR FUNCTION E

Present tenses of frequently used verbs dealing with topical vocabulary PC

Selected forms of verbs expressing likes/dislikes and agreement/ disagreement PC

Appropriate nouns, pronouns and adjectives PC

Prepositions and adverbs of location and distance PC

Adverbs of quality and quantity (more, less, enough, bad, well, much, little) FC

Affirmative and negative words (something, nothing, also) FC

**NOTE:** To enable students to communicate about personal events that occurred in the past (the last weekend, the last party, the last holiday), the teacher is encouraged to introduce, without grammatical explanation, some past tense verbs as lexical items.

## FUNCTION F

Gives written and oral descriptions of two to four sentences of the known and concrete environment, given a topic or visual aid.

## CONTENT FOR FUNCTION F

**TOPICS AND VOCABULARY**

Selected topics and vocabulary from Level I

**CULTURE**

Known cultural items cued by a topic or visual aid

Appropriate songs, rhymes, poems and proverbs

## LINGUISTIC FORMS FOR FUNCTION F

Present and past (French: passe compose; German: Perfekt; Spanish: preterito) tenses and futurity using the present tense PC

Infinitives used after conjugated verbs PC

Appropriate nouns, pronouns, adjectives, adverbs and prepositions PC

## FUNCTION A

Gets into, through and out of typical cultural situations.

Objectives

1. Makes simple inquiries orally to seek information

Examples:

Where is it?
How much does it cost?
What's the name of ...?

2. Gathers information by reading and by listening

3. Gets people to restate things more simply or more slowly by

-Polite commands

Examples:
Repeat, please.
Wait, please.

-Trying to paraphrase

Examples:
You say that. . .
You mean. . .

-Repeating statements with interrogative intonation

Examples:
I go to the corner and turn left?

-Polite interjection

Excuse me, I don't understand.
What was that?

4. Complains or refuses politely

Examples:
None for me, thanks.
I would like to go home.
I would not like to go to the movies.
This is not the right size. May I have another?

5. Gives more extended personal information in oral and written form

Examples:

My sister is 20 years old, and she studies at the university. She is very smart and is going to be a teacher.

## CONTENT FOR FUNCTION A

| TOPICS AND VOCABULARY | CULTURE |
|---|---|
| Review and re-entry of Level I | Review and re-entry of Level I |
| Ask for and follow directions | Read timetables, menus, announcements and advertisements |
| Get a hotel room | Recognize abbreviations appropriate to the goal |
| Order a meal | Recognize and use signs for public transportation and public services |
| Give extended personal information | Be aware of custom, procedures and regulations |
| Use the post office | Use varied and appropriate expressions to be polite and to be emphatic |
| Use public transportation | Be aware of appropriate topics of conversation, avoiding culturally taboo topics |
| Professions | Be aware of differences in accommodations, eating establishments, modes of transportation, government services (post office, telephone) |
| Nationalities and countries | Appropriate songs, rhymes, poems, proverbs |
| Daily activities | |

Expressions: slowly, again, other, different, neither, nor

Commonly used forms of comparison: (better/best; worse/worst; more/most, etc.)

## LINGUISTIC FORMS FOR FUNCTION A

Review and re-entry of Level I FC

Simple question and answer formation in the past tense (French: passé composé and imparfait; German: Perfekt and Imperfekt: Spanish: preterito and imperfecto) of commonly-used verbs. FC

Futurity with present tense verb forms FC

Difference of usage in verbs meaning "to know" FC

Formal commands FC

Present tense of common reflexive and stem-changing verbs PC

Differences in usage of verbs meaning "to be," if applicable FC

Idiomatic constructions indicating "to have just done" something, if applicable PC

Interrogatives of time, location and quantity (from where; with whom; at what time) FC

Direct and indirect object nouns and pronouns PC

Use of nouns and adjectives relating to professions, nationality, physical and emotional descriptions of people PC

**FUNCTION B**

Tends to student welfare in the target culture

Objectives

6. Expresses physical discomfort and needs

Examples:
I am thirsty.
I need to rest.

7. Describes medical and physical needs in very simple terms

Examples:
My stomach hurts.
I have a fever.

8. Requests help in attending to needs and/or uncertainties

Examples:
I would like to buy a ticket.
I am missing a fork.
Excuse me, but ...

9. Uses terminology for buying basic items in street markets or various stores

Examples:
What's the price on that hat?
That's very expensive.
Do you have aspirins?
How much do they cost?

10. Uses terminology for cashing a check and changing money

Examples:
I would like to cash a check.
I would like to change some money.

11. Completes, in writing, appropriate sample forms (hotel registration, customs, bank and postal forms, etc.)

## CONTENT FOR FUNCTION B

| TOPICS AND VOCABULARY | CULTURE |
|---|---|
| Review and re-entry of Level I | |
| | Review and re-entry of Level I |
| Simple descriptions of illness and physical discomfort | |
| | Locations for obtaining medical help (clinic, pharmacy, emergency room) |
| Most commonly-used medications | |
| | Eating patterns |
| Internal body parts (stomach, throat, heart, etc.) | |
| | Types of eating establishments |
| Directions and locations | |
| | Open-air market and how it operates |
| Plan arrangements for daily activities, including typical recreational pursuits (movies, theatre, etc.) | |
| | Bargaining, when applicable |
| Food items, names of stores, names of shopkeepers | |
| | Appropriate linguistic and physical behavior when shopping, depending on type of shop |
| Numbers, monetary and simple banking terms | |
| | Money, banking hours and banking practices, linguistic and social interaction, travelers checks, credit cards, and calculating exchange rate |
| Newspapers and magazines, for personal hygiene (notions) drugstore items), clothing and other articles needed for daily living | |
| | Locations for cashing checks and exchanging money |
| | Appropriate songs, rhymes, poems, proverbs |

## LINGUISTIC FORMS FOR FUNCTION B

Review and re-entry of Level I PC

Structures dealing with physical state and needs (to need; to be in pain; to lack, etc.) FC

Polite verb forms to request assistance FC

Formal commands of known verbs PC

Other important verbs (want, cost, be worth, buy sell, change cover, wish, etc.) FC

Definite articles with body parts FC

Partitive articles with foods, medicines, etc., if applicable PC

Adjectives regarding physical state (sick, exhausted, broken, etc.) FC

Adverbs of degree (very, almost, little, etc.) FC

Appropriate expressions of comparisons (more than; less than, as much as; larger; less expensive, etc.) PC

Interrogatives FC

Word order in question FC

Indefinite pronouns (someone, something, noone, nothing, etc.) FC

Expressions, adjectives and adverbs of quantity FC

## FUNCTION C

Interacts socially in an appropriate manner

Objectives

12. Uses a variety of appropriate greeting, leave-taking and social formulas (expressing politeness, apologizing, excusing oneself)

Examples:
With you permission. . .
I am sorry.
Good evening.

13. Issues and responds to simple invitations

Examples:
Would you like to come for dinner?
Yes, with much pleasure.

14. Arranges a meeting with someone at a specific time, place and date

Examples:
Let's meet at the hotel at 8:00.
Can you go to the movies later?

15. Uses common and appropriate telephone phrases

16. Relays simple messages in writing

Examples:
Phone messages
Simple notes
Babysitting instructions

## CONTENT FOR FUNCTION C

| TOPICS AND VOCABULARY | CULTURE |
|---|---|
| Review and re-entry of Level I | Review and re-entry of Level I |
| Expressions of courtesy in social and personal interactions | |

Appropriate verbal and nonverbal behaviors in various types of social interactions (dining at someone's home, on a date, etc.)

Examples:
I want to present you to . . .
With much pleasure
The pleasure is mine.

Leisure activities

Rejoinders of acceptance or rejection (I am sorry; With much pleasure; I have a suggestion)

Telephone usage -- location and cost of public phones, appropriate reasons for calls, procedures use, operator assistance, typical phone numbers, phone book

Expressions of pleasure and regret (What a shame! Fantastic! That interests me a lot.)

Concepts of time (business vs. social)

Making excuses

Numbers, locations, directions, dates

Telephone phrases, including formulas for opening and closing conversations in various social situations

Verbal and adverbial expressions needed to arrange meetings

**LINGUISTIC FORMS FOR FUNCTION C**

Review and re-entry of Level I FC

Verb forms to express polite requests (Would you. .?/Could you. .?) and responses (I would. ./I could. .) FC

Formal commands and interrogatives of known verbs FC

Expressing "Let's" FC

Verbs followed by infinitives PC

MODERN LANGUAGES: 2nd YEAR

Prepositions of location and time (before, after, nearby, on, etc.) FC

Interrogative pronouns, adjectives and adverbs PC

## FUNCTION A

Participates actively using oral and written forms.

Objectives

1. Understands questions about self

Examples:
Yes, I'm interested in football a lot.
No, I don't have a boy friend, but I'm looking for one.

2. Gives detailed and extended information about self to others

3. Ask others for information about themselves

Examples:
Do sports interest you?
Do you have a girl friend?

4. Understands extended answers to questions

## CONTENT FOR FUNCTION A

| TOPICS AND VOCABULARY | CULTURE |
|---|---|
| Review and re-entry of Level II | Review and re-entry of Level II |
| Relationships | Extended family and personal relationships |
| Residence | Types of work |
| Hobbies | Appropriate behavior in social and work situations (acceptable topics of discussion, etiquette, expressing displeasure or disagreement politely, either verbally or nonverbally) |
| Pastimes | |
| Opinions and feelings | |
| Daily routine | |
| Special personal events | |

Geography

Expression of:
- Approval
- Disapproval
- Valuing
- Agreeing
- Disagreeing
- Disbelief

## LINGUISTIC FORMS FOR FUNCTION A

Review and re-entry of Level II FC

Regular and appropriate irregular verbs not covered in Levels I and II in present and past (French: passé composé and imparfait; German: Perfekt and Imperfekt; Spanish: preterito and imperfecto) FC

Appropriate idiomatic verbal expressions related to time (e.g., "ago," "since," etc.) PC

Additional verbs that require prepositions PC

Interrogative pronouns FC

Possessive pronouns FC

Expanded use of definite articles PC

## FUNCTION B

Goes beyond immediate events to inquire, narrate and describe in the present, past and future in oral and written form.

Objectives

5. Recounts a sequence of events that happened personally to someone else

Examples:
When I was a student, I got up late.
On my way to school, I saw an accident.

6. Summarizes and reacts to a movie, TV program, book, magazine/newspaper article, etc., experienced in either the target or native language

Examples:
I liked it because .....
The movie was about .....

7. Discusses current events and aspects of the target language culture and expresses a reaction to them in simple terms.

Examples:
There was a meeting at the United Nations.
The president asked that ....

8. Discusses plans for a future event (picnic, holiday, trip, etc.)

Examples:
Are you thinking about traveling this summer?
Nabil says that his family celebrates .....

9. Seeks information related to the above topics

10. Understands others' accounts of all of the above

## CONTENT FOR FUNCTION B

| TOPICS AND VOCABULARY | CULTURE |
|---|---|
| Review and re-entry of Level II | Review and re-entry of Level II |
| Daily routine | Family and personal relationships |
| Special personal events | Types of work |
| Holidays and other special events | Holidays and other special events |
| Current events | Media (print and nonprint) |
| Weekend and evening activities | Current events |
| Aesthetic pursuits | Politics |
| Travel | Additional geography |
| History | Various modes of travel |
| | Appropriate behavior in social and work situations (acceptable topics of discussion, etc.) |
| | Aspects of the arts |

## LINGUISTIC FORMS FOR FUNCTION B

Review and re-entry of Level II FC

Differences and uses of past tenses (French: passé composé and imparfait; German: Perfekt and Imperfekt; Spanish: preterito and imperfecto) PC

Impersonal pronoun PC

Passive voice PC

MODERN LANGUAGES: 3rd YEAR

Present subjunctive PC

Future tense PC

Conditional tense PC

Compound tenses PC

Imperatives FC

Adverbs of time and location and transitional words and phrases (however, nevertheless, etc.) PC

Relative pronouns PC

Positioning of adjectives to change meaning, when applicable PC

## FUNCTION C

Explores options in a situation and handles difficulties and unexpected events.

Objectives

11. Suggests alternatives (send back unacceptable food, change a departure time, etc.) rather than accept the option offered

Examples:
I would like a cheaper room.
The soup is cold.
I would rather go to the disco.

12. Influences or encourages someone to do something (change places on a train, return a purchase, etc.)

Examples:

Would you please help me?
You should study more.
I want you to come with me.

13. Seeks explanations for the unexpected

Examples:

I think that there is an error in my grades.
Why did I fail that test?
I think there's been a mistake in my bill.

## CONTENT FOR FUNCTION C

| TOPICS AND VOCABULARY | CULTURE |
|---|---|
| Review and re-entry of Level II | Review and re-entry of Level II |
| Personal interests, opinions, and feelings | |

Daily routine

Weekend and evening activities

Modes of travel

Hotel

Restaurant

Government

Current events

School

Expressions of approval, disapproval, valuing, agreeing, disagreeing, disbelief

Appropriate behavior in social and work situations (etiquette, expressing displeasure or disagreement politely, either verbally or nonverbally influencing others to change their minds

Cuisine

Geography/foreign travel

**LINGUISTIC FORMS FOR FUNCTION C**

Review and re-entry of Level II FC

Polite verb forms to make requests (I would like . . . Could you/ would you . . .) FC

Present subjunctive used with emotive and impersonal expressions, doubt and denial (where applicable) PC

Placement of pronouns with conjugated verbs and infinitives FC

Conversational tactics PC

-Emotive reactions (Wow! Neat! How gross!) PC

-Conversational fillers (Really? Uh ...uh. Well) PC

Transitional phrases PC

## FUNCTION D

Listens to and demonstrates comprehension of a variety of spoken texts.

Objectives

14. Understands and participates in simple conversations (e.g., face-to-face, telephone, etc.)

15. Understands and reacts to extended passages of connected discourse

16. Understands gist, main ideas and some supporting details of authentic materials

## CONTENT FOR FUNCTION D

| TOPICS AND VOCABULARY | CULTURE |
|---|---|
| Review and re-entry of Level II | Review and re-entry of Level II |
| Same forms for objectives 1, 2 and 3* | Same topics as in 1, 2 and 3 |

*Refer to Content for Function A

## LINGUISTIC FORMS FOR FUNCTION D

Review and re-entry of Level II FC

Same forms as 1, 2 and 3 PC/FC

## FUNCTION E

Reads and demonstrates comprehension of a variety of texts.

Examples:
Announcements, ads and short reports in general interest newspapers, magazines and other publications

Correspondence and pamphlets

Facts, opinions, feelings and attitudes in correspondence from acquaintances and friends (peers and adults)

Letters to the editor and feature articles from general interest publications with lexical aids

Excerpts from poetry and prose for interpretation and cultural appreciation

## CONTENT FOR FUNCTION E

| TOPICS AND VOCABULARY | CULTURE |
|---|---|
| Review and re-entry of Level II | Review and re-entry of Level II |
| Same topics for objectives 1, 2 and 3* | Same as topics as in 1, 2 and 3 |

## LINGUISTIC FORMS FOR FUNCTION E

Review and re-entry of Level II FC

Same forms as 1, 2 and 3 and recognition of verb tenses used in formal written language PC

*Refer to Content for Function A

## FUNCTION A

Participates actively using oral and written forms.

Objectives

1. Understands questions about self

Examples:
Yes, I'm interested in football a lot.
No, I don't have a boy friend, but I'm looking for one.

2. Gives detailed and extended information about self to others

3. Ask others for information about themselves

Examples:
Do sports interest you?
Do you have a girl friend?

4. Understands extended answers to questions

## CONTENT FOR FUNCTION A

| TOPICS AND VOCABULARY | CULTURE |
|---|---|
| Review and re-entry of Level II | Review and re-entry of Level II |
| Relationships | Extended family and personal relationships |
| Residence | Types of work |
| Hobbies | Appropriate behavior in social and work situations (acceptable topics of discussion, |
| Pastimes | etiquette, expressing displeasure or disagreement politely, either verbally or nonverbally) |
| Opinions and feelings | |
| Daily routine | |

Special personal events

Geography

Expression of:
- Approval
- Disapproval
- Valuing
- Agreeing
- Disagreeing
- Disbelief

## LINGUISTIC FORMS FOR FUNCTION A

Review and re-entry of Level II FC

Regular and appropriate irregular verbs not covered in Levels I and II in present and past (French: passé composé and imparfait; German: Perfekt and Imperfekt; Spanish: preterito and imperfecto) FC

Appropriate idiomatic verbal expressions related to time (e.g., "ago," "since," etc.) PC

Additional verbs that require prepositions PC

Interrogative pronouns FC

Possessive pronouns FC

Expanded use of definite articles PC

## FUNCTION B

Goes beyond immediate events to inquire, narrate and describe in the present, past and future in oral and written form.

Objectives

5. Recounts a sequence of events that happened personally to someone else

Examples:
When I was a student, I got up late.
On my way to school I saw an accident.

6. Summarizes and reacts to a movie, TV program, book, magazine/newspaper article, etc., experienced in either the target or native language

Examples:
I liked it because .....
The movie was about .....

7. Discusses current events and aspects of the target language culture and expresses a reaction to them in simple terms.

Examples:
There was a meeting at the United Nations.
The president asked that ....

8. Discusses plans for a future event (picnic, holiday, trip, etc.)

Examples:
Are you thinking about traveling this summer?
Nabil says that his family celebrates .....

9. Seeks information related to the above topics

10. Understands others' accounts of all of the above

## CONTENT FOR FUNCTION B

| TOPICS AND VOCABULARY | CULTURE |
|---|---|
| Review and re-entry of Level II | Review and re-entry of Level II |
| Daily routine | Family and personal relationships |
| Special personal events | Types of work |
| Holidays and other special events | Holidays and other special events |
| Current events | Media (print and nonprint) |
| Weekend and evening activities | Current events |
| Aesthetic pursuits | Politics |
| Travel | Additional geography |
| History | Various modes of travel |
| | Appropriate behavior in social and work situations (acceptable topics of discussion, etc.) |
| | Aspects of the arts |

## LINGUISTIC FORMS FOR FUNCTION B

Review and re-entry of Level II FC

Differences and uses of past tenses (French: passé composé and imparfait; German: Perfekt and Imperfekt; Spanish: preterito and imperfecto) PC

Impersonal pronoun PC

Passive voice PC

MODERN LANGUAGES: 4th YEAR

Present subjunctive PC

Future tense PC

Conditional tense PC

Compound tenses PC

Imperatives FC

Adverbs of time and location and transitional words and phrases (however, nevertheless, etc.) PC

Relative pronouns PC

Positioning of adjectives to change meaning, when applicable PC

## FUNCTION C

Explores options in a situation and handles difficulties and unexpected events.

Objectives

11. Suggests alternatives (send back unacceptable food, change a departure time, etc.) rather than accept the option offered

Examples:
I would like a cheaper room.
The soup is cold.
I would rather go to the disco.

12. Influences or encourages someone to do something (change places on a train, return a purchase, etc.)

Examples:

Would you please help me?
You should study more.
I want you to come with me.

13. Seeks explanations for the unexpected

Examples:

I think that there is an error in my grades.
Why did I fail that test?
I think there's been a mistake in my bill.

## CONTENT FOR FUNCTION C

| TOPICS AND VOCABULARY | CULTURE |
|---|---|
| Review and re-entry of Level II | Review and re-entry of Level II |
| Personal interests, opinions, and feelings | Appropriate behavior in social and work situations (etiquette, |
| Daily routine | expressing displeasure or disagreement politely, either |

verbally or nonverbally influencing others to change their minds

Weekend and evening activities

Cuisine

Modes of travel

Geography/foreign travel

Hotel

Restaurant

Government

Current events

School

Expressions of approval, disapproval, valuing, agreeing, disagreeing, disbelief

## LINGUISTIC FORMS FOR FUNCTION C

Review and re-entry of Level II FC

Polite verb forms to make requests (I would like . . . Could you/ would you . . .) FC

Present subjunctive used with emotive and impersonal expressions, doubt and denial (where applicable) PC

Placement of pronouns with conjugated verbs and infinitives FC

Conversational tactics PC

-Emotive reactions (Wow! Neat! How gross!) PC

-Conversational fillers (Really? Uh ...uh. Well) PC

Transitional phrases PC

## FUNCTION D

Listens to and demonstrates comprehension of a variety of spoken texts.

Objectives

14. Understands and participates in simple conversations (e.g., face-to-face, telephone, etc.)

15. Understands and reacts to extended passages of connected discourse

16. Understands gist, main ideas and some supporting details of authentic materials

## CONTENT FOR FUNCTION D

| TOPICS AND VOCABULARY | CULTURE |
|---|---|
| Review and re-entry of Level II | Review and re-entry of Level II |
| Same forms for objectives 1, 2 and 3* | Same topics as in 1, 2 and 3 |

*Refer to Content for Function A

## LINGUISTIC FORMS FOR FUNCTION D

Review and re-entry of Level II FC

Same forms as 1, 2 and 3 PC/FC

## FUNCTION E

Reads and demonstrates comprehension of a variety of texts.

Examples:
Announcements, ads and short reports in general interest newspapers, magazines and other publications

Correspondence and pamphlets

Facts, opinions, feelings and attitudes in correspondence from acquaintances and friends (peers and adults)

Letters to the editor and feature articles from general interest publications with lexical aids

Excerpts from poetry and prose for interpretation and cultural appreciation

## CONTENT FOR FUNCTION E

| TOPICS AND VOCABULARY | CULTURE |
|---|---|
| Review and re-entry of Level II | Review and re-entry of Level II |
| Same topics for objectives 1, 2 and 3* | Same as topics as in 1, 2 and 3 |

## LINGUISTIC FORMS FOR FUNCTION E

Review and re-entry of Level II FC

Same forms as 1, 2 and 3 and recognition of verb tenses used in formal written language PC

*Refer to Content for Function A

## LATIN FRAMEWORK

In modern foreign language study "linguistic forms" specify those grammatical concepts which are necessary to carry out the "functions." Function may be defined in relation to the following.

(1) response to oral and written stimuli
(2) comprehension of oral and written stimuli
(3) generation of oral and written stimuli

Therefore, if the function calls for a student to react appropriately in uncomplicated social situations, the linguistic forms would support the student responding either in oral or written form to questions concerning social situations and acknowledging comprehension of oral and/or written social situations. Infused in all of these functions are the underlying cultural peculiarities of the country of the language being studied.

Unlike the modern foreign language approach, linguistic forms in the study of Latin, support the students' acknowledging reading comprehension and making simple responses in writing and listening. Latin study does not, beyond a simple level, seek communicative and writing competency.

The Latin proficiencies of reading, writing, listening, speaking and cultural understanding/appreciation may be defined as follows.

READING: Since Latin is a nonconversant language, the greatest emphasis is placed on the student's ability to comprehend the written word. As students progress from beginning to advanced study, they must consistently increase their ability/facility to read Latin texts. Most reading texts in the first and second year are adapted or edited passages. This fact does not preclude introducing sententiae, mottoes, phrases, inscriptions, graffiti, light verse and epigraphy into the study of Latin at the early stages and reexamining these forms in later stages where appropriate. As students acquire proficiency in reading Latin, they gain linguistic insights and new facility in understanding and manipulating English language.

WRITING: Writing proficiency serves to assist students in developing their reading skills. In the early stages of learning Latin, writing simple sentences will facilitate the students' comprehension of a highly inflected language and thus hone their skills in processing these "signals" in reading and understanding

Latin passages. proficiency in writing is supported by a working knowledge of linguistic forms. As the students progress through the study of Latin, the emphasis on writing proficiency decreases. Students would not be expected to write extended paragraphs or a story in Latin at the conclusion of their Latin studies. In advanced Latin studies, students should observe nuances in writing styles of the authors they study. For example, poetical writing may express a though using different grammatical structures than would be found in the same passage as written in prose. The students might be asked a question such as: "If this author had written this thought in prose, how else might it have been written?"

LISTENING: Listening proficiency serves to assist the student more in producing sound than in aural comprehension of what is being said. The student should be able to comprehend simple utterances in Latin and respond appropriately. The student should also be able to take simple dictation of Latin words, phrases and sentences.

SPEAKING: Speaking proficiency refers to reading aloud, repeating, answering simple questions and reading in meter (at advanced levels) rather than to true oral communication. These references serve as support for the reading skill. Practice in speaking or oral utterances is especially important in the early stages of learning Latin, because it emphasizes that Latin was a widely spoken language and will facilitate the students' reading ability.

CULTURAL UNDERSTANDING/APPRECIATION: An understanding of Roman culture and history increases students' insights into Latin reading selections. The student may acquire an understanding of Roman culture through English reading selections or class discussions, or the student may encounter cultural information via reading selections which, in turn, may give rise to discussion of the advanced level. These discussions will prepare the students to understand cultural references in the reading selections so that they may have true insights into the meaning of the selections: classical geography, family life, religious practices, myths, education, social classes, architecture, entertainment habits, government, military organization, historical facts and personalities, political systems, literary styles and authors.

Linguistic forms and Latin vocabulary form the basis of the reading, writing, speaking and listening proficiencies.

Acquisition of linguistic forms and vocabulary is a progressive development through which students perceive Latin's influences upon the English language structure and vocabulary. A Latin vocabulary is especially essential in reading Latin, and through the acquisition of Latin vocabulary, the student is introduced to word development, derivatives and word study in English.

**ADVANCED LATIN**

The selection of materials for advanced levels of Latin will vary in accordance with the number of levels offered. In some instances advanced levels are combined and students progress through a survey of Latin literary works/authors in the third, fourth and fifth years of Latin studies. The study of authors in Latin prose and poetry need not be limited to Caesar, Cicero, Vergil, Horace and Catullus. Advanced levels of Latin study may also include works by the following authors: Aulus Gellius, Juvenal, Livy, Martial, Cornelius Nepos, Ovid, Plautus, Sallust . . .

The length of time devoted to one author's work(s) may vary. For example, if the study of the Aeneid is undertaken as an AP course, the entire year would be devoted to studying the Aeneid. In other instances only one or two quarters (or one semester) might be devoted to the study of the Aeneid. If only one level of advanced Latin is available, then the approach might be in the form of a survey of notable Roman authors and their works. For this reason, only minimal requirements have been set for the advanced Latin selections. If the entire year is to be devoted to one or two authors, then a more in-depth study and inclusion of more works or a complete work of the selected author(s) is recommended.

It is suggested that a review of linguistic forms be included either as a separate unit of study or as an ongoing process with each reading assignment. New linguistic forms not previously covered in first and second levels and which may be peculiar to certain authors' styles need to be addressed. It is also stressed that reading proficiency is the main goal for advanced levels, and emphasis on linguistic forms should not exceed the emphasis on reading proficiency.

## FUNCTION A

Aurally comprehends simple Latin utterances and reads aloud with comprehension short Latin passages using acceptable pronunciation and phrasing at a normal, unbroken pace.

Objectives

1. Discriminates among and imitates latin vowel sounds, consonant sounds, diphthong sounds, stressed and unstressed syllables and the phrasing of continuous Latin passages

2. Reads orally simple Latin passages compatible with first-year texts using proper intonation pattern

## FUNCTION B

Reads Latin.

Objectives

3. Demonstrates comprehension after silent reading of familiar words and phrases.

4. Demonstrates comprehension of a simple Latin reading selection.

5. Expresses an accurate English interpretation of simple translation passages

## LINGUISTIC FORMS FOR FUNCTION B

Subject/verb agreement

First, second and third declension of nouns and adjectives

Inflection and case usage

Present, imperfect, future, perfect indicative active and passive of first, second and third conjugation verbs

Present imperatives

Present active infinitives

All indicative of the verb "to be"

Personal pronouns

Interrogative and relative pronouns

Adjective agreement

Positive degree of adverbs formed from first and second declension adjectives

Cardinals and ordinals (1-20 + 100)

## FUNCTION C

Writes in Latin.

Objectives

6. Writes familiar words and phrases from dictation with correct spelling
7. Manipulates simple and familiar structural patterns
8. Writes controlled phrases and/or sentences with given vocabulary using correct structure

## LINGUISTIC FORMS FOR FUNCTION C

Subject/verb agreement

First second and third declension of nouns and adjectives

Inflection and case usage

Present, imperfect, future, perfect indicative active and passive of first, second and third conjugation verbs

Present imperatives

Present active infinitives

All indicative of the verb "to be"

Personal pronouns

Interrogative and relative pronouns

Adjective agreement

Positive degree of adverbs formed from first and second declension adjectives

Cardinals and ordinals (1-20 + 100)

## FUNCTION D

Demonstrates an understanding of the influence of the ancient Roman civilization upon western civilization.

Objectives

9. Identifies important towns and cities and major topographic features of Italy.

10. Identifies aspects of Roman family life and customs, religious practices, education, architecture and entertainment, habits and, where appropriate, their contributions to modern western civilization.

11. Identifies the 14 major Roman deities and their Greek counterparts.

## CONTENT FOR FUNCTION D

Apennines, Po River, Tiber River, Latium, Etruria, Cumae, Campania, Brundisium, Ostia, Capua, Tarquinia, Mt. Vesuvius

pater familias, praenomen/nomen/cognomen, toga, palla, stola, tunica, bulla, insula, villa, domus, forum, patrician, plebs, pontifex maximus, augurs, Vestal Virgins, numen, Lares and Penates, Doric, Ionic, Corinthian, arch, dome, roads, aqueducts, Colosseum, Circus Maximus, cena, paedagogus, manumission

Jupiter (Zeus), Juno (Hera), Mercury (Hermes), Mars (Aries), Neptune (Poseidon), Apollo, Vulcan (Hephaestus), Bacchus (Dionysius), Venus (Aphrodite), Minerva (Athena), Diana (Artemis), Ceres (Demeter), Vesta (Hestia), Pluto (Hades)

## FUNCTION E

Demonstrates knowledge of the influence of Latin upon English.

Objectives

12. Identifies the basis for the literal meaning of some English words derived from basic Latin roots and prefixes

13. Recognizes the meaning of simple Latin mottoes, abbreviations and quotations commonly used in English

## CONTENT FOR FUNCTION E

CORE LATIN ROOTS: ann, cap (cip/cep), ced, corp, dic, duc, fac (fic/fec), hab, leg (lect), luc, magn, mitt (mis), mort, mov (mot), prim (press), nomin, omn, pel (puls), pon (pos), port, pug, reg (rig/rect), scrib, sta (sist), ten (tin/tent), trah (tract), tim, vid (vis), vit, viv, voc.

Examples:

Malefactor: malus (evil, bad)
facio (do)
Meaning: one who does wrong
Sentence: Who are the real malefactors of pollution?

Advocate: ad (to, for the sake of, concerning)
Voco: call, provoke, arouse
Meaning: arouse concerning/take a position
Sentence: The senator advocated the withdrawal of the funding.

CORE LATIN PREFIXES: a, ad, circum, con (co/com), de dis, (di), e, ex, in, inter, ob per, prae, pro, re, red, sub (sus), trans (tra)

CORE MOTTOES, QUOTATIONS, ABBREVIATIONS

1. Roma aeterna. (Tibulllus)
2. Errare est humanum. (Seneca)
3. Mens sana in corpore sano. (Juvenal)
4. Veni, vidi, vici. (Caesar)
5. In media res. (Horace)

6. Carpe diem. (Horace)
7. Senatus Populusque Romanus (S.P.Q.R.)
8. Ad astra per aspera. (Kansas)
9. E Pluribus Unum. (U.S.)
10. Esse quam videri. (N.C.)
11. Labor omnia vincit. (OKL.)
12. Sic semper tyrannis. (VA.)
13. P.S.
14. A.D.
15. A.M.
16. P.M.

## FUNCTION A

Reads in Latin using acquired vocabulary.

Objectives

1. Demonstrates comprehension after silent reading of longer word sequences and more complex structures
2. Demonstrates comprehension of Latin reading selection
3. Expresses an accurate English interpretation of Latin translation of passages

## CONTENT FOR FUNCTION A

Most textbooks contain several sections from the eight books of The Gallic War by Julius Caesar, and it is recommended that students be exposed to some selections from this work. Works of other Roman authors may also be included at the second year level.

## LINGUISTIC FORMS FOR FUNCTION A

Review and re-entry of Level I

Fourth and fifth declension nouns

Positive adverbs formed from third declension adjectives

Comparative and superlative degree of adjectives and adverbs

Indicative active and passive: pluperfect and future perfect tenses

Infinitives: all tenses - active and passive

Participles

Gerunds/gerundives

Active and passive periphrastics

Irregular verbs: eo, fero, volo, malo, nolo, possum

Deponents/semideponents

LATIN: 2nd YEAR

Irregular noun: vis

Subjunctive forms and usages (omitting conditionals)

## FUNCTION B

Demonstrates an understanding of the influence of the ancient Roman civilization upon western civilization.

Objectives

4. Locates places of Roman domination the time of Julius Caesar's death

5. Identifies aspects of Roman family life and customs, religious practices, education, architecture and entertainment habits and where appropriate, their contributions to modern western civilization

6. Recognizes important historical events and personalities associated with Rome and the sack of Rome by the Gauls (390 BC) to the reign of Augustus (27 BC)

7. Identifies major figures from Roman and Greek myths and legends

## CONTENT FOR FUNCTION B

Review and re-entry of Level I

Gaul, Germany, Helvetia, Sicily, Britannia, Carthage, Greece, Spain, Macedonia, Pontus, Asia, Syria, Egypt, Numidia, Mediterranean Sea, Mt. Vesuvius

Curus Honorum, censor, tribune, dictator, populares, optimates, dux, imperator, legion, cohort, maniple, agmen, testudo, catapult, standard

Samnite Wars, Pyrrhus of Epirus, Fabricius, Regulus, Hannibal, Scipio, Punic Wars, Macedonian Wars, Corinth, Tiberius and Gaius Gracchus, Jugurthine War, Marius, Sulla, Spartacus, Cicero, First Triumvirate, Second Triumvirate, Battle of Actium

Hercules and Jason sagas

## FUNCTION C

Demonstrates knowledge of the influence of the Latin language upon English.

Objectives

8. Identifies the basis for the literal meaning of some English words derived from basic Latin roots and prefixes.

9. Recognizes the meaning of the Latin mottoes, abbreviations and quotations, commonly used in English

## CONTENT FOR FUNCTION C

Review and re-entry of Level I

CORE LATIN ROOTS: act, ag, aud, ben, cur, doc, fer, frang (frac), gener, grat, rad (gress), it, iect, locut, mal, mult, man, minor, maior, nov, rumpt (rupt), quer, rog, tempor, sequ (secut), ven (vent), vol

Examples:

Benefactor: bene (well) + facio (do) or (one, who)
Meaning: one who does well/someone who does a good service for someone else
Sentence: No one knew who was responsible for the additional hospital beds because the benefactor wished to remain anonymous.
Contemporary: con/cum (with, in company or connection with)+ tempus (time + ary/aris (pertaining to)
Meaning: pertaining to time in company (connection) with

CORE LATIN SUFFIXES: -tas (-tia, -tudo, -tus), or, -tor, -io (-tio), -osus, alis, -anus, -aris, -icus, idus, -ilis, -ius.

CORE MOTTOES, ABBREVIATIONS, QUOTATIONS

1. Aurea mediocritas. (Horace)
2. Non scholae sed vitae discimus. (Seneca)
3. Ave atque vale. (Catullus)
4. Possunt quia posse videntur. (Vergil)
5. Alae iacta est. (Caesar)
6. Casrthago delenda est. (Cato)
7. nota bene
8. terra firma
9. ad nauseam
10. persona non grata
11. pro bono publico
12. ad infinitum
13. pax vobiscum
14. tempus fugit
15. magna cum laude
16. Alma mater
17. status quo
18. sine qua non
19. N. B.
20. C., cir.
21. R. I. P.
22. cf.
23. et al.
24. Q. E. D.
25. stat.
26. i.e.
27. etc.
28. e.g.

## FUNCTION A

Reads selections from Cicero's works using acquired vocabulary

Objectives

1. Translates a passage from Cicero's "First Catilinarian Oration" with vocabulary assistance
2. Shows comprehension of a passage from Cicero's "First Catilinarian Oration" by answering content questions with vocabulary assistance

## LINGUISTIC FORMS FOR FUNCTION A

Review linguistic forms from first and second year

Supine

Conditional use with the subjunctive

Syncopated verb forms

Future imperatives

Alternate case forms

## FUNCTION B

Identifies the political, social and economic characteristics of Rome in Cicero's time.

Objectives

3. Identifies major historical events, personalities and political practices of the Ciceronian Age

4. Explain Cicero's role in Roman government

## CONTENT FOR FUNCTION B

Proscriptions, Catiline, Clodia, Cicero's life, Curia, rostrum, Temple of Jupiter Stator, Mamertine prison, Cursus honorum

## FUNCTION C

Demonstrates knowledge of the influence of the Latin language upon English.

Objectives

5. Recognizes familiar quotations from Cicero

6. Identifies the meaning of English words derived from frequently used Latin words in Cicero's "First Catilinarian Oration"

## CONTENT FOR FUNCTION C

QUOTATIONS

Fortuna caeca est.
Vera amicitia est inter bonos.
Virtus praemium est optimum.
Omnia praeclara rara.
O tempora! O mores!

DERIVATIVES

Mores, vociferous, populist, elocution, oratorical, edition, suffrage, concord, conspiracy, incendiary, icious

## FUNCTION D

Identifies characteristics of Cicero's style of writing.

Objectives

7. Lists the characteristics of an oration as reflected in Cicero's "First Catilinarian Oration"

8. Recognizes oratorical devices in Cicero's "First Catilinarian Oration"

## CONTENT FOR FUNCTION D

FIGURES OF SPEECH
praeteritio, climax, irony, anaphora, litotes

Further enrichment of this basic core may include the study of other works of Cicero as well as the works of other Roman authors.

## FUNCTION A

Scans dactylic hexameter.

Objectives

1. Applies scansion markings in written passage
2. Reads aloud in the dactylic hexameter, given selected lines from the Aeneid

## CONTENT FOR FUNCTION A

Divide each line into six feet, marking dactyls, spondees, trochees, elisions and major caesura

## FUNCTION B

Reads selections from the Aeneid using acquired vocabulary.

Objectives

3. Translates a passage from Vergil's Aeneid (Books, I, II, IV, VI) with vocabulary assistance

4. Shows comprehension of a passage from Vergil's Aeneid (Books I, II, IV, VI) with vocabulary assistance by answering content questions.

## CONTENT FOR FUNCTION B

Review linguistic forms from first and second year

Supine

Conditional use with the subjunctive

Syncopated verb forms

Future imperatives

Alternative case forms

## FUNCTION C

Identifies the political, social and economic cha 3¸3á3MÿVôà1 of Rome in Vergil's time, particularly as they relate to the Aeneid.

Objectives

5. Identifies major historical events and personalities of the Augustan Age
6. Compares and contrasts the literary styles of the Augustan Age.
7. Explain Vergil's purpose in writing the Aeneid in the context of the Augustan Age

## CONTENT FOR FUNCTION C

Agrippa, maecenas, Pax Romana, Marcellus, building program, social and religious reform, Tiberius, Vergil's life

Horace, Livy, Ovid

## FUNCTION D

Demonstrates knowledge of the influence of the Latin language upon English.

Objectives

8. Recognizes familiar quotations from Vergil's Aeneid

9. Identifies the meaning of English words derived from frequently used Latin words in Vergil's Aeneid

## FUNCTION E

Identifies characteristics of an epic poem as reflected in the Aeneid.

Objectives

10. List the characteristics of epic poetry as reflected in the Aeneid
11. Compare the Aeneid to other epic poems
12. Recognize poetical devices in the Aeneid

## CONTENT FOR FUNCTIONS D & E

QUOTATIONS
Quidquid id est, timeo Danaos et dona ferentis.
Da dextram misero.
Tu ne cede malis.
Forsan et haec olim meminisse luvabit.
Dux femina facti.
Arma virumque cano.
Sunt/acrimae rarum, et menteem mortalia tanqunt.

DERIVATIVES
[illegible]eny, ferrous, lacrimal, stygian, lethal, nepotism, re[illegible]ent, scintillating, cupidity, sanguine

FIGURES OF SPEECH
Simile, metaphor, personification, onomatopoeia, alliteration

## FUNCTION A

*Core poems to be studied - Book I: Odes 1,2,11,20,22,27
Book II: Ode 10/
Book III: Odes 1,4,5,6,30
Catullus
Poems 1,2,5,7,11,13,45,49,50,
1,65,70,85,101

Scans lyric meters following a given pattern.

Objectives

1. Mars the lyric meters of sapphic, alcaic and hendecasyllabic poetry given the pattern

2. Reads aloud in meter, poems of Horace and Catullus written in sapphic, alcaic and hendecasyllabic meter

## CONTENT FOR FUNCTION A

Scan each line according to the meter by marking long and short syllables showing elision and major caesura

## FUNCTION B

Reads selections from the works of Horace and Catullus using acquired vocabulary.

Objectives

3. Translates poems of Horace and Catullus with vocabulary assistance (see core poem listing)

4. Shows comprehension of Horace and Catullus with vocabulary assistance by answering content questions (see core poem listing)

## LINGUISTIC FORMS FOR FUNCTION B

Review and re-entry from first and second year Latin

Additional uses of the infinitive

Conditional use with the subjunctive

Syncopated verb forms

Future imperatives

Alternative case forms

Dimunitive forms

## FUNCTION C

Identifies the political, social, literary and economic characteristics of Rome in the time of Horace and Catullus as exemplified in their poems.

Objectives

5. Identifies major historical events, personalities and social conventions of the late Republic period through the early empire (84 BC to 14 AD)

6. Identifies the place of Horace and Catullus in respect to the spectrum of Roman literature

## CONTENT FOR FUNCTION C

Review the age of Caesar

Augustan Age

Life of Horace

Life of Catullus

Marriage and divorce

-onage

## FUNCTION D

Demonstrates knowledge of the influence of the Latin language upon English.

Objectives

7. Recognizes familiar phrases and quotations from the works of Horace and Catullus

8. Identifies the meaning of English words derived from frequently used Latin words in the works of Horace and Catullus

## CONTENT FOR FUNCTION D

QUOTATIONS/PHRASES FROM HORACE
carpe diem
integer vitae
aurea mediocritas
nil desperandum
nil mortalibus ardui est
Dulce et decorum est pro patria mori.
hoc genus omne
laudator temporis acti
quis exsul se quoque fugit
Caelum non animum mutant qui trans mare currunt.
[illegible]ce est desipere in loco.
Exe[illegible] monumentum aere perrennius.
Nam nemo sine vitiis nascitur; optimus ille est qui minima habet.
Labuntur anni, dum loquimur, fugerit aestas.

Qui timens vivet, liber non erit unquam
Nihil est ab omni parte beatum.
Magna pars mei mortem vitabit.
Non omnes eadem amant.

QUOTATIONS/PHRASES FROM CATULLUS
ave atque vale
Vivamus, mea Lesbia, atque amenmus.
Da mihi multa basia.
Catullus Marco Tullio Cicernoi magnas gratias agit.
Cui hunc novum librum dabo?

DERIVATIVES FROM THE WORKS OF HORACE/CATULLUS
arid, morsel, acquiesce, sepulcher, tacit, amorous, pectoral, odious, libidinous, assiduously, acrid, perspicacious, delude, ridicule, pauper, torpid, agitate, querulous, mediocrity, precarious, expiate, satiate, tedious, potable, lambent, mendacious, osculate, integral, robust

## FUNCTION E

Identifies characteristics of lyric poetry as exemplified in the works of Horace and Catullus

Objectives

9. Lists the characteristics of lyric poetry as exemplified in the works of Horace and Catullus

10. Compares the literary styles of Horace and Catullus

11. Recognizes poetic devices employed by Horace and Catullus

## CONTENT FOR FUNCTION E

Ode

Epoch

Lyric

Ballad

Didactic

Epigram

Elegy

Metaphor

Personification

Simile

Imagery

Litotes

Asyndeton

Allegory

Alliteration

Anaphora

* Further enrichment of this basic core may include additional selections from the works of Catullus and Horace.

# APPENDIX C

## Resource Guide

## Resources

### Georgia Foreign Language Professional Organizations For Teachers

Foreign Language Association of Georgia (FLAG)
Mrs. Lynne McClendon, FLAG President
Foreign Language Coordinator
Department of Foreign Languages
Fulton County Schools
786 Cleveland Avenue, SW
Atlanta, GA 30315
(404) 763-6797

Georgia Chapter, American Association of Teachers of French (AATF)
Mrs. Debbie Capoccioni, President
Georgia AATF
Central Gwinnett High School
564 W. Crogan Street
Lawrenceville, GA 30245
(404) 963-8041

Georgia Chapter, American Association of Teachers of German (AATG)
Dr. Jarold Weatherford, President
Georgia AATG
Department of Foreign Languages
Georgia Southern University
Statesboro, GA 30460
(912) 681-5281

Georgia Classical Association (GCA)
Mrs. Edith Black, President
Georgia Classical Association
Westover High School
113 University Avenue
Albany, GA 31707
(912) 431-3409

Georgia Chapter, American Association of Teachers of Spanish and Portuguese (AATSP)
Dr. Nancy Shumaker, President
Georgia AATSP
Department of Foreign Languages
Georgia Southern University
Statesboro, Georgia 30460
(912) 681-5281

## Regional and National Foreign Language Professional Organizations For Teachers

Southern Conference on Language Teaching (SCOLT)
Mr. C. Lee Bradley, Executive Secretary SCOLT
Department of Foreign Languages
Valdosta State College
N. Patterson Street
Valdosta, GA 31698
(912) 333-5968

Classical Association of the Atlantic States
John C. Traupman
201 Tower Lane
Narbeth, PA 19072

American Council on the Teaching of Foreign Languages (ACTFL)
Mr. C. Edward Scebold, Executive Director
ACTFL
6 Executive Boulevard, Upper Level
Yonkers, NY 10701
(914) 963-8830

American Association of Teachers of Arabic
c/o Mr. Gerald E. Lampe
SAIS
John Hopkins University
1740 Massachusetts Avenue, NE
Washington, DC 20036

Chinese Language Teachers Association
Ms. Margaret M. Y. Sung, President
Department of East Asian Language and Culture
Indiana University
Bloomington, IN 47405

Association of Teachers of Japanese
c/0 Ms. Eleanor Kerkham
Department of East Asian languages and Literatures
University of Maryland
College Park, MD 20742

American Association of Teachers of Slavic & East European Languages
c/o Mr. Robert Baker
Middlebury College
Middlebury, VT 05753

In the event these individuals do not have the needed information, teachers may request the information from

Foreign Language Section
Georgia Department of Education
1954 Twin Towers East
Atlanta, GA 30334
(404) 656-2414

## Foreign Language Competitions

National language exams are administered through state affiliates of the national foreign language organizations (i.e., AATF, AATG, AATSP, GCA).

Georgia Governor's Honors Program
(available in French, German, Latin, Spanish)
Contact your local system GHP coordinator for procedures.

Foreign Language Association of Georgia (FLAG) Spoken Language Contest Contact FLAG

Georgia Southern University Oratorical Contest
Contact Department of Foreign Languages
Georgia Southern University
Statesboro, GA 30460

Clemson University Declamation Contest
Contact Department of Foreign Languages
Clemson University
Strode Tower
Clemson, SC 29634

## Study Abroad

The Georgia Board of Regents subsidizes foreign study for Georgians through the International Intercultural Studies Program (IISP). Programs operate in many countries around the world and run from six-weeks to a full academic year. Commensurate college credit is granted for time spent abroad in study. Further information may be obtained from

International Intercultural Studies Program
Box 653, Georgia State University
University Plaza
Atlanta, GA 30303-3083
(404) 651-2450

Other Sources:

Alliance Française
1360 Peachtree Street
Atlanta, GA 30309
(404) 875-1211

(The Atlanta chapter sponsors a scholarship program for teachers in their service area.)

Fulbright Teacher Exchange Program
F/ASX
United States Information Agency
301 Fourth Street, SW
Washington, DC 20547
(202) 485-2555

(Exchange programs of varying duration)

Georgia Humanities Council
1556 Clifton Road
Emory University
Atlanta, GA 30322
(404) 727-7500

(Summer institutes sometimes available for teachers)

National Endowment for the Humanities
Division of Fellowships and Seminars
SSST Room 316
1100 Pennsylvania Avenue, NW
Washington, DC 20506

(Summer institutes and other scholarships)

NEH Fellowships for Foreign Language Teachers in the High Schools
P.O. Box 2001
Connecticut College
New London, CT 06320
(203) 447-7800

(Summer fellowships)

Council for Basic Education
Independent Study in the Humanities
725 15th Street, NW
Washington, DC 20005
(202) 347-4171

Kellogg Foundation
Michigan Avenue East
Battle Creek, MI 49017
(616) 968-1611

(Three-year fellowships available)

U.S. Department of Education
Center for International Studies
(No other address exists)
Washington, DC 20202
(202) 732-3280

(Summer study abroad)

Earhart Foundation
Plymouth Building
2929 Plymouth Road
Ann Arbor, MI 48105
(313) 761-8582

(Fellowship research grants)

Northwood Institute
Alden B. Dow Creativity Center
Midland, MI 48640-2398
(517) 835-7794

**ATLANTA MULTICULTURAL DIRECTORY**

Each year, the Atlanta Council for International Organizations (ACIO) produces the Atlanta Multicultural Directory which provides information on various organizations which exist in and around Atlanta to support the international population. Copies may be obtained by calling Jane Quillen at (404) 980-6755 at $12.00 each.

## Grants, Scholarships, Loans

Forgiveable loans

Each fiscal year, the state legislature designates funds to assist in training teachers in the critical subject areas. Foreign languages are included in that group. The funds are made available in the form of forgiveable loans, that is, a certain amount of the loan is "forgiven" for each year taught. Managed by the Georgia Student Finance Authority, the loans are intended for teachers in other areas who wish to re-certify in foreign languages, for undergraduates to complete preparation to teach foreign languages, and for currently certified foreign language teachers who want to achieve higher levels of certification. For more information, contact

Georgia Student Finance Authority
2082 East Exchange Place, Suite 200
Tucker, GA 30084
(404) 493-5453

## Sources Of Free Or Inexpensive Materials

French

French General Consulate
[illegible] Peachtree Street, NW
Atl[illegible] GA 30043
(404) [illegible]-4226

Canadian Consulate General
One CNN Center
400 South Tower
Atlanta, GA 30303
(404) 577-6810

Consulate General of Switzerland
1275 Peachtree Street, NE
Suite 425
Atlanta, GA 30309-3533
(404) 872-7874

Quebec Government Office
230 Peachtree Street, NW
Suite 1501
Atlanta, GA 30303
(404) 581-0488

Government of Ontario
1100 Circle 75 Parkway
Suite 620
Atlanta, GA 30339
(404) 956-1981

French-American Chamber of Commerce
One Georgia Center
600 W. Peachtree Street
Suite 1860
Atlanta, GA 30308
(404) 874-2602

Canadian Film Distribution Center
Feinberg Library, Room 126
State University of New York
Plattsburg, NY 12901

FRANCE Magazine
La Maison Française
4101 Reservoir Road, NW
Washington, DC 20007

German

[illegible]late General of the Federal Republic of Germany
285 [illegible]htree Center Avenue
Suite 9[illegible] - Marquis Two
Atlanta, GA 30303-1221
(404) 659-4760
FAX (404) 659-1280

Goethe-Institute Atlanta
German Cultural Center
400 Colony Square
Atlanta, GA 30361
(404) 892-2388

Austrian Consulate
4200 Northside Parkway, NW
Building 10
Atlanta, GA 30327
(404) 264-9858

Consulate General of Switzerland
1275 Peachtree Street, NE
Suite 425
Atlanta, GA 30309-3533
(404) 872-7874

German-American Chamber of Commerce
3475 Lenox Road, NE
Suite 620
Atlanta, GA 30326
(404) 239-9494

German Information Center
950 Third Avenue
New York, NY 10022
(212) 888-9840

German National Tourist Office
747 Third Avenue, 33rd Floor
New York, NY 10017
(212) 661-9200

Swiss National Tourist Office
608 Fifth Avenue
New York, NY 10030
(212) 751-5944

Luxembourg National Tourist Board
801 Second Avenue
New York, NY 10017
(212) 370-9850

A[illegible]an Cultural Institute
11 E[illegible]nd Street
New Yo[illegible] NY 10022
(212) 759-5165

Austrian National Tourist Office
500 Fifth Avenue, 20th Floor
New York, NY 10110
(212) 944-6880

Austrian Press and Information Service
31 E. 69th Street
New York, NY 10021
(212) 288-1727

Embassy of the Federal Republic of Germany
4645 Reservoir Road, NW
Washington, DC 20002
(202) 298-4000

Latin/Classics

General Note: The American Classical League via their Teaching Materials and Resource Center provides Latin realia at inexpensive prices. Request an order brochure, which lists all materials and prices, from the American Classical League, Miami University, Oxford, OH 45056

Computer Software:

COMPUTAMUS ERGO SUMUS (1988)
Resource listing for Latin
Glen Kundsvig
Classical Studies
University of Michigan
Ann Arbor, MI 48104

INTERNATIONAL FILM BUREAU
322 South Michigan Ave.
Chicago, IL 60604-4382

**See catalogue listings with the following companies:**
GESSLER PUBLISHING CO.
Tessera, Inc.
Centaur Systems
Lingo Fun, Inc.

Readers and Reference Materials: Request a catalog for current classical listings and prices.

CAMBRIDGE UNIVERSITY PRESS
510 North Avenue
New Rochelle, NY 10801
AMSCO
315 Hudson Street
New York, NY 10013

BOLCHAZY-CARDUCCI PUBLISHERS
44 Lake Street
Oak Park, IL 60302

LONGMAN INC.
95 Church Street
White Plains, NY 10601-1505
(914) 993-5000

OXFORD UNIVERSITY PRESS
200 Madison Avenue
New York, NY 10016

**Realia: Request a catalog for current classical listings and prices.**

AMERICAN CLASSICAL LEAGUE
Miami University
Oxford, OH 45056

A[illegible]USE PRODUCTIONS
85 L[illegible]iew Road
Port Wa[illegible]ngton, NY 11050
Magazines:

BALE CO. (buttons/pins)
222 Public Street
Box 6400
Providence, RI 02904

CLASSICAL CALLIOPE: The Muses' Magazine for Youth
Cobblestone Publishing, Inc.
20 Grove Street
Peterborough, NH 03458

THE CLASSICAL COMPANION
Cobblestone Publishing, Inc.
20 Grove Street
Peterborough, NH 03458

CLASSICS CHRONICLE
The Concerned Classicists
Mary Machado
8951 SW 10th Terrace
Miami, FL 33174

THE CLASSICAL OUTLOOK
American Classical League
Miami University
Oxford, OH 45056

CREATIVE VISUALS
P.O. Box 1911
Big Springs, TX 79720

EDUCATIONAL MEDIA CORPORATION
(Modern Greek only)

EMORY UNIVERSITY MUSEUM OF ART AND ARCHAEOLOGY
1655 North Decatur Road
Atlanta, GA 30322

GESSLER PUBLISHING COMPANY
55 West 13 Street
New York, NY 10011

J.P. GETTY MUSEUM
17985 Pacific Coast Hwy.
Malibu, CA 90265

KEEPING ANCIENT ROME ALIVE
Publications Office
[illegible] Hummingbird Court
Hay[illegible] CA 94545-4042

KIOSK
19233 De Havilland Drive
Saratoga, CA 95070

LONGMAN, INC.
95 Church Street
White Plains, NY 10601-1505

MAXIMA PUBLICATIONS (games)
950 Sussex
Casper, WY 82609

METROPOLITAN MUSEUM OF ART
P.O Box 255
Gracie Station
New York, NY 10028

MUSEUM OF FINE ART BOSTON
Museum Shop
29 Sleeper Street
Boston, MA 02210

A.J. NYSTROM (EYEGATE MEDIA)
3333 Elston Avenue
Chicago, IL 60618

OMNIBUS
J.A.C.T.

POMPEIIANA, INC.
6026 Indianola Avenue
Indianapolis, IN 46220

POMPEIIANA NEWSLETTER
Pompeiiana, Inc.
6026 Indianola
Indianapolis, IN 46220

PRIMA: JOURNAL OF THE ELEMENTARY TEACHERS OF CLASSICS
ACL
Miami University
Oxford, OH 45056

VIRGILIUS
Prof. Robert W. Rowland, Jr.
Executive Secretary
Virgilian Society of America
Department of Classics
University of Maryland
College Park, MD 20742

WIBLE LANGUAGE INSTITUTE, INC.
24 South 8th Street
P.O. Box 870
Allentown, PA 18105

**Posters: Request a catalog for current classical listings and prices.**

THE AMERICAN CLASSICAL LEAGUE
Teacher Materials Resource Center
Miami University
Oxford, OH 45056

GESSLER PUBLISHING CO.
55 West 13 Street
New York, NY 10011

GREC-O-POSTERS LTD
P.O. Box 938
Athens, Greece

LONGMAN, INC.
95 Church Street
White Plains, NY 10601-1505
Oxford, OH 45056

POMPEIIANA, INC.
6026 Indianola Avenue
Athens, Greece

ROME 750-100 BC; ROME 113 BC - 50 AD;
ROME 41-285 AD; ROME 270-570 AD
Discourses Limited
by Dr. John Moore

**Video Cassettes/Films:**

Atlas (Decline/Fall of Roman Empire
Animation/maps
Syracuse University Film Rental

"Buried Cities: Pompeii and Herculaneum"
International Film Bureau, Inc.

"Fra Jacobus: A Beginning Latin Film"
Phoenix Film, Inc.

Greek and Roman Legends
Films for the Humanities

Jason and the Argonauts
RCA Columbia Home Video

Miles Gloriosus
Films for the Humanities and Science

Pompeii, 79 AD
Syracuse University Film Rental

The Roman Empire and its Civilization
Educational Audio Visual Inc.

The Romans: Life, Law, Laughter
Coronet/MTI Films and Videos

Rome (Founding to Caesars)
Syracuse University Film Rental

Rudens
Hermes Americanus

Spanish

Consulate General of Mexico
One CNN Center
410 South Tower
Atlanta, GA 30303
(404) 688-3258

Consulate General of Panama
41 Marietta Street, NW
Suite 405 Anchor Bank Parkway
Atlanta, GA 30303
(404) 521-0221

Consulate of Guatemala
4772 East Conway Drive, NW
Atlanta, GA 30327
(404) 255-7019
Consulate of El Salvador
P.O. Box 9795
Atlanta, GA 30319
(404) 252-8425

..rary Consulate General of Ecuador
165. rmingham Road
Alphare a, GA 30201
(404) 751-3933

Consulate of Costa Rica
3816 Presidential Parkway, NE
Suite 102
Atlanta, GA 30340
(404) 457-5656

Consulate General of Colombia
1961 N. Druid HIlls Road, NE
Suite 102-B
Atlanta, GA 30329
(404) 320-9665

Honorary Consulate of Chile
3333 Peachtree Road, NE
Suite 225
Atlanta, GA 30326
(404) 226-1650

Honorary Consulate of the Republic of Bolivia
P.O> Box 18925
Atlanta, GA 30326
(404) 320-9312

Consulate of Honduras
3091 Chaparral Place
Lithonia, GA 30038
(404) 482-4769

Costa Rican Investment Promotion Office
235 Peachtree Street
Suite 1617
Atlanta, GA 30340
(404) 233-5708

Spanish National Tourist Office
Casa del Hidalgo
Hypolita and St. George Streets
St. Augustine, FL 32084

Dairy and Food Nutrition Council of the Southeast, Georgia Division
Attention: Nutrition Education Department
[illegible] Glenridge Drive, NE
Bui[illegible] 1, Suite 108
Atlanta, GA 30328-5327
(404) 252-8562

La Prensa (Newspaper)
1262 Concord Road
Smyrna, GA 30080
(404) 431-0142

Mundo Hispanico (Newspaper)
P.O. Box 13808
Station K
Atlanta, GA 30324
(404) 881-0441

Paginas Amarillas Hispanicas (Spanish Yellow Pages for the Atlanta area)
% Mundo Hispanico
P.O. Box 13808
Station K
Atlanta, GA 30324
(404) 881-0441

Embassy of Spain
Cultural Office
4200 Wisconsin Avenue, NW
Suite 520
Washington, DC 20016

Lista de Publicaciones Federales en Espanol para el Consumidor
Consumer Information Center - K
P.O. Box 100
Pueblo, CO 81002
(Over 100 free consumer publications in Spanish)

Colombian Information Services
Colombian Center
140 East 57th Street
New York, NY 10022

Japanese

Consulate General of Japan
100 Colony Square
Suite 2000
Atlanta, GA 30361
(404) 892-2700

International Internship Programs
Tokyo -6-19-14
Hongo, Bunkyo-ku
Tokyo, 113 JAPAN
(03) 3812-0771

(Japanese interns come to US schools to introduce students to Japanese language and culture)

# APPENDIX D

## Bibliography

## Curriculum Guide - Foreign Languages

The following bibliography was taken from the ACTFL Selected Listing of Instructional Materials for Elementary and Secondary School Programs, developed by the American Council on the Teaching of Foreign Languages under a grant from the Department of Education. The descriptions of certain materials represent the opinions of the volunteers selected by ACTFL to review said materials and are offered here to assist you in determining those items which may be helpful to you. Each publisher establishes prices of its materials.

### Bibliography/Resource List

Title: Classroom Computer Foreign Language Index for the Apple Computer
Author/Editor: James Becker
Publisher: PLS Publications (Prince Lab School, University of North Iowa, Cedar Falls, IA 50613) ATTN: Kay McIntire
Date: 1988
Pages: 36
Form: Paper

Description: A descriptive list of programs for Spanish, French, German and other languages which include prices and resources. A generic section contains ESL, utility, word-processing, desk-top publishing and similar programs, not only for the Apple, but for IBM, Commodore and Tandy. Over 250 programs are listed.

### Filmstrip/Slides

Title: Why Study a Foreign Language
Author/editor: Susan Brendel
Publisher: J. Weston Walch
Date: 1985
Ancillary Material: 1 audio cassette, transcript

Description: Unreviewed

## Games/Simulations

Title: A Goldmine of Learning Games and Fun Activities for the Foreign Language Classroom
Author/Editor: James Becker; Barbara Bone, et al.
Publisher: PLS Publications (Prince Lab School, University of North Iowa, Cedar Falls, IA 50613) ATTN: Kay McIntire
Date: 1987
Pages: 28
Form: Paper

Description: A compendium of ideas and activities that "work" in the foreign language classroom, especially for the younger, inexperienced language teacher. Activities include speaking, listening, reading and writing assignments.

## Magazines/Periodicals/Journals

Title: ACTFL NEWSLETTER
Publisher: ACTFL
Description: Unreviewed

Title: ADFL BULLETIN
Publisher: Association of Departments of Foreign Languages
Description: Unreviewed

Title: FLES News - National Network for Early Language Learning
Publisher: FLES News
Description: Unreviewed

Title: Foreign Language Annals
Publisher: ACTFL
Description: Unreviewed

Title: Northeast Conference Newsletter
Publisher: Northeast Conference on the Teaching of Foreign Languages
Description: Unreviewed

## Teacher Education Resources -- Computers/Video/Technology

Title: Using Computers in Teaching Foreign Languages
Author/Editor: G. R. Hope; H. F. Taylor, et al.
Publisher: Harcourt Brace Jovanovich
Date: 1984

Title: The Video Connection - Integrating Video into Language Teaching
Author/Editor: Rick Altman
Publisher: Houghton Mifflin Company
Date: 1989

**Teacher Education Resources -- Culture & Civilization**

Title: Teaching Culture - Strategies for Intercultural Communication
Author/Editor: H. Ned Seelye
Publisher: National Textbook Co.
Date: 1984
Pages: 304
Form: Paper

**Teacher Education Resources -- Curriculum/Syllabus**

Title: Careers, Communication and Culture
Author/Editor: Frank M. Grittner (editor)
Publisher: National Textbook Co.
Date: 1974

**Teacher Education Resources -- General**

Title: Everything You Always Wanted to Know About Foreign languages: A Handbook On How To Be A Successful Foreign Language Student
Publisher: Anne Arundel County Schools
Date: 1981

Title: Functional-notional Concepts: Adapting the Foreign Language Textbook
Author/Editor: Gail Guntermann; June K. Phil
Publisher: The Center for Applied Linguistics
Date: 1981

Title: PR Prototypes: A Guidebook for Foreign Language Study to the Public
Author/Editor: R. G. Royer; L.W. McKim
Publisher: The Center for Applied Linguistics
Date: 1981

Title: Teaching Foreign Language in Context
Author/Editor: Alice C. Omaggio
Publisher: Heinle & Heinle
Date: 1980

Title: The Tongue-tied American
Author/Editor: Paul Simon
Publisher: Continuum Publishing Corp.
Date: 1980

Title: Yes! You Can Learn a Foreign Language
Author/Editor: Marjory Brown-Azarowicz; Charlotte Stannard,
Publisher: Cambridge University Press
Date: 1987

**Teacher Education Resources -- Instruction**

Title: Communicative Methodology in Language Teaching - The Roles of Fluency and Accuracy
Author/Editor: C. Brumfit
Publisher: Cambridge University Press
Date: 1984

Title: Creative Activities for the Second Language Classroom
Author/Editor: Diane W. Birckbichler
Publisher: The Center for Applied Linguistics
Date: 1982

Title: Error Correction Techniques for the Foreign Language Classroom
Author/Editor: J.C. Walz
Publisher: The Center for Applied Linguistics
Date: 1982

Title: Helping Learners Succeed: Activities for the Foreign Language Classroom
Author/Editor: Alice C. Omaggio
Publisher: The Center for Applied Linguistics
Date: 1981

Title: Idea Bank: Creative Activities for the Language Class
Author/Editor: Stephen Sadow
Publisher: Newbury House Publishers
Date: 1982

Title: Jeux Et Activities Communicatives Dans La Classe De Llangue
Author/Editor: F. Weiss
Publisher: Hachette
Date: 1983

Title: Student Motivation and the Foreign Language Teacher
Author/Editor: Frank M. Grittner (editor)
Publisher: National Textbook Co.
Date: 1974

**Teacher Education Resources -- Primary/FLES Learners**

Title: Children and Languages: Research, Practice & Rationale for the Early Grades
Author/Editor: Rosemarie Benya; Kurt E. Muller (editor)
Publisher: The American Forum
Date: 1987
Pages: 241
Form: Paper

Description: Presents papers from the first International Conference on Second/Foreign Language Acquisition by Children. Papers are grouped in three categories: overview, administration and rationale; materials and methods; and medical and educational research.

Title: Languages and Children Making the Match Foreign Language Instruction in the Elementary School
Author/Editor: Helena Anderson Curtain; Carol Ann Pesola, et al.
Publisher: Addison Wesley Publishing Company
Date: 1988

**Teacher Education Resources -- Skill Development**

Title: Interactive Approaches to Second Language Reading
Author/Editor: P. Carrell (editor), J. Devine (editor), et al.
Publisher: Cambridge University Press
Date: 1988

Title: In the Middle: Writing, Reading and Learning with Adolescents
Author/Editor: Nancie Atwell
Publisher: Heinemann Educational Books Inc.
Date: 1987

**Teacher Education Resources--Testing/Evaluation**

Title: Proficiency-oriented Classroom Testing
Author/Editor: Alice C. Omaggio
Publisher: The Center for Applied Linguistics
Date: 1983

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